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# A Study of the American Boxer Indemnity Scholarship Program and its Influence on Chinese Education: Taking Shandong Students as an Example

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**A STUDY OF THE AMERICAN BOXER INDEMNITY SCHOLARSHIP  
PROGRAM AND ITS INFLUENCE ON CHINESE EDUCATION:  
TAKING SHANDONG STUDENTS AS AN EXAMPLE**

**BY**

**Pengxiu Sun**

**A THESIS  
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF MASTER OF ARTS IN THE ASIAN STUDIES PROGRAM OF THE  
DEPARTMENT OF LANGUAGES, LITERATURES AND CULTURES  
AT SETON HALL UNIVERSITY  
SOUTH ORANGE, NEW JERSEY  
2019**

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2019

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## ABSTRACT

The American Boxer Indemnity Scholarship Program (ABISP) was one of the most important events in the modern Chinese history of overseas education. This thesis focuses on the group of Shandong students which has representative characteristics of the whole American Boxer Indemnity Scholarship Program (ABISP) students to provide descriptive data for the influence on Chinese higher education through the achievements of Shandong students in the American Boxer Indemnity Scholarship Program (ABISP) in higher education. Through tracking the forty-two Shandong ABISP students, the thesis shows the establishment of Tsinghua University and ABISP students' study and life in Tsinghua and the United States. Then the thesis introduces those who made outstanding contributions or achievements in Chinese higher education such as administrators, founders, teachers, and pioneers. Through the analysis, we can find how Shandong ABISP students engaged in and affected Chinese higher education.

**Key words:** American Boxer Indemnity Scholarship Program; Tsinghua University; Higher Education

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## Chapter 1: Introduction

Tsinghua University is one of the best universities in China today. But it was called “Indemnity College” by foreigners in the early period.<sup>1</sup> This is related to its origin.

In July 1901, Qing Empire of China signed the Boxer Protocol with the Eight-Nation Alliance after the defeat of the Siege of the International Legations. According to the protocol, Qing government had to pay 450 million taels of fine silver as indemnity over 39 years.<sup>2</sup> The amount of the money is clearly much higher than the actual loss of the victorious nations. Through a long period discussion, American government formally announced to return a part of the indemnity to support Chinese education in 1908. In the next year, Qing government established Bureau of Educational Mission to the United States of America (游美学务处) in charge of the ABISP, including testing and recruiting students, and sending them to the U.S. An attached learning school was also set up for training students before they go abroad which is the predecessor of Tsinghua School.<sup>3</sup> The American Boxer Indemnity Scholarship Program (ABISP) officially started from 1909, which is the year of the first batch of students were sent to America.<sup>4</sup> As a program started by America, ABISP made a great influence to China, especially to the education field.

Because of the shortage of time and information, this thesis focuses on the Shandong

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<sup>1</sup> Zhong(钟), Shuhe(淑河), and Chun(纯) Zhu(朱). 过去的学校[Schools of The Past]. Hunan, China: Hunan Education Press, 1982, 141.

<sup>2</sup> Tieya(铁崖) Wang (王), “辛丑各国合约[Boxer Protocol],” in 中外旧约章汇编 第1册 1689-1901[Compilation of Sino-Foreign Treaties Volume 1 1689-1901] (Beijing, China: SDX Joint Publishing Company, 1957), 1005.

<sup>3</sup> History Research Department of Tsinghua University, “遣派游美学生办法大纲[Outline of Sending Students to Study in the United States],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 120.

<sup>4</sup> Shoujun(守郡) Li(李), “第一批庚款留美学生的选派[Selection of the First Batch of American Boxer Indemnity Scholarship Program Students],” Historical Archives, no. 3 (1980): 105.

students of ABISP. There are two reasons that the researcher selected Shandong as the objective: 1. As a Shandong student who is studying abroad, the researcher could clearly understand those predecessors' learning and life experience in America and their contributions to the motherland through this research, and help the researcher deepen understanding of his hometown, which is also one of the most important motivations for the researcher to achieve the work. 2. Previous research focused on the whole group of ABISP students, few regarded students who were from the same area as a group to do a case study. This thesis stands on a different view to see this topic by choosing the group of Shandong students and could enrich the research on the topic of ABISP.

First, the thesis introduces the historical background of Boxer Indemnity and the American Boxer Indemnity Scholarship Program in chapter 3. Chapter 4 introduces the recruitment and examination of Tsinghua School in different periods, analyzes the educational background of Shandong students and the education characteristics in Tsinghua School. In the next chapter, the thesis cited a great deal of data and information to show ABISP students' study situation in America, such as the management rules, majors, universities and obtained degrees. Chapter 6 is about the aftermath of ABISP students after graduation from American universities. The first part analyzes the employment of Shandong ABISP students. The second part analyzes the relationship between Shandong students and Chinese higher education. The last part provides descriptive data to show the influence of Shandong ABISP students to Chinese higher education.

## Methodology

The researcher wanted to track all ABISP Shandong students about their study and life in Tsinghua School and American Universities and aftermath of studying abroad, which could help summarize the characteristics of the group and find out the influence to Chinese education. The data and information about their study and life in Tsinghua School and American Universities are mainly based on the materials published by Tsinghua University. The information about their aftermath is mainly from the biographies and *The Alumni Roster of Tsinghua* published by Office of President of National Tsinghua University in 1937.

Based on historical materials, this study combined qualitative and quantitative research methods and provided descriptive data in tables and analysis.

## The Scope of the Research

The students of ABISP in this thesis refers to the Shandong students in the first three batches (Students Admitted to American University: 甄选留美生/直接留美生) from 1909 to 1911 and all Shandong graduates from Tsinghua School (Students Pre-Admitted to American University: 清华学校留美预备部毕业生) between 1912 to 1929 (The last year of Preparatory Department for Studying in the United States (留美预备部)) because these students were strictly selected through examinations and were fully supported by ABISP. So all the other type of students graduated from Tsinghua School, such as junior college students (留美专科生), government-supported students (官费留美生) after 1933 or subsidiary students (津贴生), were not included in this thesis. According to the historical documents, from 1909 to 1929, forty-two Shandong students went to study in the US under the ABISP.

Overall, this study uncovers the relationships between the subsequent historical events of Boxer Rebellion, the Boxer Indemnity and the history of the establishment of Tsinghua University. Also, as an individual case of Shandong ABISP students, it uses descriptive data to quantify Shandong students' influences on Chinese higher education and proves that as a significant event in Chinese modern history, especially in the educational field, ABISP students set the tone for the initiation of Chinese higher education.

## Chapter 2: Literature Review

### Introduction

American Boxer Indemnity Scholarship Program is one of the most important and significant events in Chinese history of education. Many scholars both Chinese and foreigners researched this topic in different aspects. Based on the previous study of ABISP, this thesis used many historical materials from Tsinghua University to touch the real history of ABISP.

### Primary Source

*Tsinghua Weekly* (《清华周刊》) started publication in 1914, three years after the establishment of Tsinghua University. Although most of the staff were Tsinghua students, the magazine was popular and influential in Tsinghua campus even in Beijing at that time. Many students who were studying in America often sent letters to *Tsinghua Weekly* to inform their study and life in America. These letters really helped Tsinghua students know America before going there. It also offered address list of all Tsinghua students including addresses, birthplaces and even their alternative names. This magazine is the main source to know the details of Tsinghua students' life and study both in Tsinghua and America.

*The Alumni Roster of Tsinghua* (《清华同学录》)<sup>5</sup> was published by the Office of President of National Tsinghua University in 1937. It recorded all the Tsinghua students' information, including their addresses, birthplaces, majors, universities and degrees obtained

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<sup>5</sup> Office of President of National Tsinghua University, 清华同学录[The Alumni Roster of Tsinghua] (Beijing, China: Office of President of National Tsinghua University, 1937), 1-238.

in America and employment. This is a helpful source for researchers to check the personal information of Tsinghua students.

*Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928* (《清华大学史料选编第一卷：清华学校时期 1911-1928》)<sup>6</sup> compiled by the History Research Department of Tsinghua University introduced the early history of Tsinghua in detail and attached a great deal of original documents.

The appendix of *Selected History of Tsinghua University Volume 4: Tsinghua University during the War of Liberation 1946-1948* (《清华大学史料选编第四卷：解放战争时期 1946-1948》)<sup>7</sup> also supplemented the roster of all ABISP students from 1909 to 1929.

### Secondary Source

As an expert of Chinese history of study abroad, Xincheng Shu's book *History of China Recent Foreign-study*<sup>8</sup> published by China Publishing House in 1927, which was the first work of Chinese history of study abroad. The chapter 7 introduced the origin of the American Boxer Indemnity Scholarship Program (ABISP), the regulations of sending students to the United States and the selection and examination of ABISP students. The main historical materials of this book, especially the statistics, were from the magazine *Chinese Education Circles* (中华教育界). As one of the most significant books in this field, this book was cited by many subsequent researchers. But it had two issues which should be pointed out. First, the

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<sup>6</sup> History Research Department of Tsinghua University, 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991).

<sup>7</sup> History Research Department of Tsinghua University, 清华大学史料选编第四卷 解放战争时期的清华大学 1946-1948[Selected History of Tsinghua University Volume 4: Tsinghua University during the War of Liberation 1946-1948] (Beijing, China: Tsinghua University Press, 1991).

<sup>8</sup> Shu(舒) Xincheng(新城), 近代中国留学史[[History of China Recent Foreign-study] (Shanghai, China: Shanghai Bookstore Publishing House, 2011).



book was published in 1927 which was an early period of Chinese history of study abroad, especially for the ABISP. The book didn't offer a whole picture of it. The information of the book about ABISP is limited. Second, some miscalculations occurred in this book due to varied reasons.

The Taiwan Scholar Zixun Lin's (林子勋) *History of Overseas Education in China* (中国留学教育史)<sup>9</sup> generally investigated the students of ABISP from late Qing Dynasty to the early period of Republic of China. There was one section specifically introducing the management of Tsinghua School to students.

Liquan Huang's (黄利群) book *A Brief History of Chinese Overseas Education in the United States in Modern China* (中国近代留美史略)<sup>10</sup> published in 1990 researched the history of sending students to the United States supported by the returning Boxer Indemnity and the influence to Chinese modernization of students who come back to China.

Qisheng Wang (王奇生)<sup>11</sup> in his book *The Historical Track of Chinese Overseas Students*(中国留学生的历史轨迹) explored the history of Chinese students studying abroad. In chapter 1, he investigated the students of ABISP and rethought the overseas education in America.

Xisuo Li's(李喜所) *Modern China 's Foreign Education in the United States* (近代中国的留美教育)<sup>12</sup> was a systemic academic monograph on the education in the United States of students from modern China. It reviewed the Chinese students' education in the United States

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<sup>9</sup> Lin(林) Zixun(子勋), 中国留学教育史[History of Chinese Overseas Education] (Taipei, China: Taipei Huagang Publishing Co., Ltd., 1976).

<sup>10</sup> Liquan(利群) Huang(黄), 中国近代留美教育史略[A Brief History of Chinese Overseas Education in the United States] (Shenyang, China: Liaoning University Press, 1990).

<sup>11</sup> Qisheng(奇生) Wang(王), 中国留学生的历史轨迹 (1872-1949) [The Historical Track of Chinese Overseas Students (1872-1949)] (Hubei, China: Hubei Education Press, 1992).

<sup>12</sup> Xisuo(喜所) Li(李) and Jilin(集林) Liu(刘), 近代中国的留美教育[Modern China 's Foreign Education in the United States] (Tianjin, China: Tianjin Ancient Books Publishing House, 2000).

from 1847, Hong Rong (容闳) went to the United States, to 1949, the People's Republic of China was founded. He briefly introduced the ABISP in the chapter of the education in the United States from the Late Qing Dynasty to the early Republic of China.

### Conclusion

It seems that there are two issues on materials collection.

First, the materials about the origins of the ABISP and the history of Tsinghua School are enough and available, but the information on individual students is little and hard to find. On the one hand, as mentioned above, most researchers focused on the whole group of ABISP but few paid attention to individual case studies. On the other hand, people who were not famous in his fields but indeed made contributions were not properly recorded. The researcher will try to find as many as documents and materials about Shandong students in different ways, such as biography, memoirs and funeral orations.

Second, few research studies were done considering the influence of the ABISP on Chinese higher education from a small group. Some reviews about a certain period or a certain subject were available, but none were done as a case study like this thesis.

## Chapter 3: Background of the American Boxer Indemnity Scholarship Program

### (ABISP)

#### 3.1. Genesis of the American Boxer Indemnity Scholarship Program

In 1899, the Boxer Rebellion (Boxer Uprising, or Yihetuan Movement 义和团运动), an anti-imperialist, anti-colonial, and anti-Christian uprising, took place in north China because of the severe drought and disruption caused by the growth of foreign spheres of influence.<sup>13</sup> The Boxers converged in Beijing with the slogan *Support the Qing government and exterminate the foreigners* (扶清灭洋) after several months of violence in the North China plain against the foreign and Christian presence.<sup>14</sup> The Empress Dowager Cixi supported the Boxers and on June 21 issued an Imperial Decree declaring war on the foreign powers.<sup>15</sup>

In June 1900, more than two thousand soldiers of the Eight-Nation Alliance (Austria-Hungary, France, Germany, Italy, Japan, Russia, the United Kingdom, and the United States) invaded China to put down the Boxer Rebellion.<sup>16</sup> The Qing Imperial Army was defeated. In the following year, the Qing government signed the Boxer Protocol with all combatant countries. In accordance with the sixth clause of the treaty, Chinese government should pay 450 million taels of fine silver as indemnity over a course of 39 years to the eight nations involved.<sup>17</sup> But in 1908, the American government decided to return a part of the

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<sup>13</sup> Han(翰) Lu(卢), Rongju(荣居) Zhou(周), and Aihua(爱华) Zhang(张), “义和团运动[Yihetuan Movement],” in 中国近代史纲要[Outline of Modern Chinese History] (Chengdu, China: University of Electronic Science and Technology of China Press, 2017), 101.

<sup>14</sup> Ibid. 102.

<sup>15</sup> Ibid. 105.

<sup>16</sup> Ibid. 104.

<sup>17</sup> Tieya(铁崖) Wang(王), “辛丑各国合约[Boxer Protocol],” in 中外旧约章汇编 第1册 1689-1901[Compilation of Sino-Foreign Treaties Volume 1 1689-1901] (Beijing, China: SDX Joint Publishing Company, 1957), 1005.

indemnity to support the education of Chinese students in the United States.<sup>18</sup>

### 3.2. The Remission of the Boxer Indemnity from America

In 1905, the Chinese ambassador Liang Cheng (梁诚) discussed the issue about the payment of the indemnity with the Secretary of State of the United States John Hay.<sup>19</sup> Liang proposed that the huge amount of the indemnity is much higher than the real loss of America.<sup>20</sup> John Hay reached an agreement with Liang Cheng after investigation. So Liang asked American government to return the extra money. But the two governments failed to agree about the usage of the return money.<sup>21</sup> Ultimately, Qing government and American government both agreed to use the money on Chinese education.<sup>22</sup>

On December 28<sup>th</sup>, 1908, the American president Theodore Roosevelt formally claimed that the American government decided to return the extra indemnity to support Chinese education.<sup>23</sup> In the same year, Chinese government agreed with the proposal of American government and formulated the *Outline of Sending Students to Study in the United States* (《遣

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<sup>18</sup> Shu(舒) Xincheng(新城), 近代中国留学史[[History of China Recent Foreign-study] (Shanghai, China: Shanghai Bookstore Publishing House, 2011), 47.

<sup>19</sup> History Research Department of Tsinghua University, “驻美公使梁致外务部函(1905年1月19日)[Letter from Envoy Liang in USA to Foreign Affairs Department of China(Jan. 19, 1905)],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 73.

<sup>20</sup> History Research Department of Tsinghua University, “驻美公使梁致外务部函(1905年2月16日)[Letter from Envoy Liang in USA to Foreign Affairs Department of China(Feb. 16, 1905)],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 75.

<sup>21</sup> History Research Department of Tsinghua University, “驻美公使梁致外务部函(1905年5月13日)[Letter from Envoy Liang in USA to Foreign Affairs Department of China(May. 13, 1905)],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 77.

<sup>22</sup> History Research Department of Tsinghua University, “外务部致美国馆公使柔克义照会(1908年7月14日)[Letter from Foreign Affairs Department of China to American Minister Rockhill(July 14, 1908)],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 88.

<sup>23</sup> Ibid. 47.

派游美学生办法大纲》).<sup>24</sup> From 1909, every time receiving the indemnity from Chinese government, American government returned a part of it for Chinese education.<sup>25</sup>

### 3.3. The Establishment of Tsinghua School

According to the agreement between China and America, “Since the year of first remission (1909), Chinese government should send around 100 students to the US every year in the first four years. Since the 5<sup>th</sup> year, Chinese government should send at least 50 students to the US every year. The Bureau of Educational Mission to the United States of America (游美学务处) for sending students to the US would be established in Beijing. A subsidiary learning school (游美肄业馆) would be set up also.”<sup>26</sup> (自拨还赔款之年起, 初四年每年遣派学生约一百名赴美游学, 自第五年起, 每年至少续派五十名; 在京师设立游美学务处; 附设肄业馆一所。)

The subsidiary learning school for training students before they went to America was the predecessor of Tsinghua School. From 1909 to 1929, Tsinghua school sent more than 1300 students over the 21 years.<sup>27</sup>

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<sup>24</sup> History Research Department of Tsinghua University, “遣派游美学生办法大纲[Outline of Sending Students to Study in the United States],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 120 - 21.

Note: *Outline of Sending Students to Study in the United States* (《遣派游美学生办法大纲》) was an action plan for sending students to the US formulated by Qing government in July 10, 1909. The main content could be summarized as: 1. Establish Bureau of Educational Mission to the United States of America; 2. Set up an institution as temporary learning school; 3. Examine and select students; 4. Subsidize self-supported Chinese students' studying in the U.S.; 5. Appoint supervisors in the U.S..

<sup>25</sup> Shoujun(守郡) Li(李), “第一批庚款留美学生的选派[Selection of the First Batch of American Boxer Indemnity Scholarship Program Students],” Historical Archives, no. 3 (1980): 100.

<sup>26</sup> History Research Department of Tsinghua University, “派遣学生赴美留学办法折[Memorial of Sending Students to Study in America],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 115-116.

<sup>27</sup> History Research Department of Tsinghua University, “本校历年毕业生统计表[Statistical Table of Tsinghua Graduates],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 50 - 55.

### 3.4. The Distribution of the Tuition

As mentioned before, Chinese government should pay 450 million taels of fine silver as indemnity, 980 million taels of fine silver plus interest altogether over a course of 39 years according to the Boxer Protocol. Qing government have to pay at least 23 million taels of fine silver every year secured by the tariff and the salt tax. But the revenue of Qing government at that time still cannot reach the huge amount of indemnity. So Qing government assigned that all the provinces should pay about 18 million taels of fine silver every year according to their financial situation and population. Big provinces such as Jiangsu, Guangdong and Sichuan were respectively distributed 2.5 million, 2 million and 2.2 million. Small provinces such as Guangxi and Guizhou were only distributed respectively 0.3 million and 0.2 million. Shandong was distributed 0.9 million but actually paid 0.63 million.<sup>28</sup>

Because of this difference between the provinces, Qing government distributed the quota of students according to the ratio of the indemnity distributed to provinces.

Table 1 Quantity of Students and Assigned Indemnity Distribution of Provinces<sup>29</sup>

Province	Original Assigned Indemnity (million)	Actual Assigned Indemnity (million)	Quantity ( every 100 students )
Jiangsu (江苏)	2.5	1.75	13
Sichuan (四川)	2.2	1.54	11

<sup>28</sup> “各省分摊庚子赔款实数与分配学额表[Table of Actual Amount of Boxer Indemnity and Numbers of Students Allocated by Provinces].” *The Education Magazine*, no. 7 (1909): 21.

<sup>29</sup> *Ibid.* 21.

Guangdong (广东)	2	1.4	10
Zhejiang (浙江)	1.4	0.98	7
Jiangxi (江西)	1.4	0.98	7
Hubei (湖北)	1.2	0.84	6
Anhui (安徽)	1	0.7	5
Shandong (山东)	0.9	0.63	4
Shanxi (山西)	0.9	0.63	4
Zhili (直隶)	0.8	0.56	4
Fujian (福建)	0.8	0.56	4
Henan (河南)	0.6	0.42	3
Shaanxi (陕西)	0.6	0.42	3
Hunan (湖南)	0.7	0.49	3
Xinjiang (新疆)	0.4	0.28	2
Guangxi (广西)	0.3	0.21	1
Guizhou (贵州)	0.2	0.14	1
Gansu (甘肃)	0.3	0.21	1
Yunnan (云南)	0.3	0.21	1
Sum	18.5	12.95	100

As the form showed, Shandong was distributed 4 quotas every year. But for various reasons, the actual enrollment is different from the plan and the numbers changed every year. So it is only a reference number to know the general proportion of Shandong students in the

ABISP.

In a word, although the ABISP originated in the defeat of the Qing by the Siege of the International Legations, it turned out to be an unexpected result that it offered opportunities for Chinese young people to contact, communicate and learn from west. Objectively, it promoted communications between China and western civilizations in the education field and the development of Chinese education.



## Chapter 4: Shandong ABISP Students in Tsinghua School

In 1908, American government decided to return a part of the indemnity for Chinese education.<sup>30</sup> Qing government used this money for sending students to study in the United States and drew up the *Outline of Sending Students to Study in the United States* (《遣派游美学生办法大纲》).<sup>31</sup> In 1909, Bureau of Educational Mission to the United States of America (游美学务处) was established with a subsidiary learning school for preparatory education (游美肄业馆).<sup>32</sup> This preparatory school was renamed Tsinghua School in 1911. In the next year, Bureau of Educational Mission to the United States of America closed down with the end of Qing Dynasty.<sup>33</sup> In 1928, it changed into Tsinghua University.<sup>34</sup>

According to the *Outline of Sending Students to Study in the United States* (《遣派游美学生办法大纲》) formulated by the Foreign Affairs Department (外务部) and the Ministry of Education (学部), Qing government set up the Bureau of Educational Mission to the United States of America (游美学务处) in July 1909 for selecting, training and sending students to America.<sup>35</sup>

We can divide the history of ABISP students in Tsinghua School into two stages: incubation stage (1909-1911), Tsinghua School stage (1911-1929). In the first stage, from

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<sup>30</sup> History Research Department of Tsinghua University, “外务部致美国馆公使柔克义照会（1908年7月14日）[Letter from Foreign Affairs Department of China to American Minister Rockhill(July 14, 1908)],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 88.

<sup>31</sup> History Research Department of Tsinghua University, “遣派游美学生办法大纲[Outline of Sending Students to Study in the United States],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 120 - 21.

<sup>32</sup> History Research Department of Tsinghua University, “校史[School History],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 45.

<sup>33</sup> Ibid. 45.

<sup>34</sup> Ibid. 47.

<sup>35</sup> Ibid. 45.

1909 to 1911, three batches of students were sent to America without any preparatory training. In 1911, Tsinghua School was officially established and all the students should accept preparatory education before they went to the US.

#### 4.1. The Recruitment and Examination of Shandong Students in Tsinghua School during Qing Dynasty (1909-1911)

After receiving the news that American government promised to return the extra indemnity, the Foreign Affairs Department and the Ministry of Education of Qing Dynasty immediately drafted *Memorial of Receiving the American Remission and Sending Students to the United States* (《会奏收还美国赔款遣派学生赴美留学办法折》)<sup>36</sup> and *Outline of Sending Students to Study in the United States* (《遣派游美学生办法大纲》) and reported to the emperor: “Since the year of first remission (1909), Chinese government should send around 100 students to the US every year in the first four years. Since the 5<sup>th</sup> year, Chinese government should send at least 50 students to the US every year.”<sup>37</sup> (自拨还赔款之年起, 初四年每年遣派学生约一百名赴美游学, 自第五年起, 每年至少续派五十名。) About the selection of students, the Outline stipulated that “We select two groups of students. Students under the age of 20 are in the first group. They should be proficient in Chinese and achieve the level of American University in English and Science. Students under the age of 15 are in the second group. They are also required to be proficient in Chinese.”<sup>38</sup> (所取学生拟分两

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<sup>36</sup> History Research Department of Tsinghua University, “会奏收还美国赔款遣派学生赴美留学办法折[Memorial of Receiving the American Remission and Sending Students to the United States],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 115 - 16.

<sup>37</sup> Ibid. 115.

<sup>38</sup> History Research Department of Tsinghua University, “遣派游美学生办法大纲[Outline of Sending Students to Study in the United States],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 120.

格。第一格：年在二十以下，国文通达，英文及科学程度可入美国大学或专门学校；第二格：年在十五以下，国文通达。)

#### 4.1.1. The Recruitment of Students Admitted to American University (甄选留美生/直接留美生)

In August 1909, the Foreign Affairs Department and the Ministry of Education of Qing Dynasty telegraphed to all the provinces to select and send students to Beijing rapidly. The entrance examination of Tsinghua School would be held in Beijing on July 20<sup>th</sup> on the Chinese lunar calendar (September 4<sup>th</sup> on the solar calendar).<sup>39</sup> They also provided the subjects of the examination, including Chinese classics, Chinese history, Chinese geography, English, western history, physics, mathematics and French (or German).<sup>40</sup>

Shandong Province was serious to the selection of students when they received the telegraph. They informed Shandong schools to recommend good students. Then through the screen of the Education Department of Shandong Province, finally 8 students were recommended and sent to Beijing to take the examination, 6 of them were native Shandong students, the other two were settlers.<sup>41</sup> But only one student was admitted ultimately.

About 600 applicants enrolled the first examination of ABISP. There were two rounds, 5 exams. The students were only qualified to attend the second round examination (including mathematics, physics, chemistry, British and American history, French etc) after passing the Chinese and English exams of the first round examination.<sup>42</sup> The first examination of ABISP

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<sup>39</sup> Shoujun(守郡) Li(李), “第一批庚款留美学生的选派[Selection of the First Batch of American Boxer Indemnity Scholarship Program Students],” Historical Archives, no. 3 (1980): 102.

<sup>40</sup> Ibid. 102.

<sup>41</sup> Ibid. 103.

<sup>42</sup> Shoujun(守郡) Li(李), “第一批庚款留美学生的选派[Selection of the First Batch of American Boxer Indemnity

ended on September 13, 1909. Ultimately, 47 students were admitted. Changping Wang (王长平) graduated from Peking Academy School (北京汇文学堂) was the only Shandong student in rank 43<sup>rd</sup>.<sup>43</sup>

In July, 1910, the Foreign Affairs Department and the Ministry of Education of Qing government held the second examination of ABISP.<sup>44</sup> “71 students such as Shi Hu (胡适), Yuanren Zhao (赵元任) were admitted in this examination. In addition, 143 reserved students (备取生) were admitted.”<sup>45</sup> (这次考试共录取胡适、赵元任等 71 人, 另外还录取备取生 143 人) They entered in Tsinghua School in the next year. About the number of second years’ admitted students, some documents show that it is 70.<sup>46</sup> Despite the difference of the number, only one Shandong student was admitted in this year again. Chongde Gao (高崇德), graduated from Shandong Guangwen School (山东广文学堂), ranks 27<sup>th</sup> in all the students.<sup>47</sup>

As described, only 118 students were admitted in the first two years which shows that there is a gap between the fact and the original plan. The main reason is that new-style schools were still short then, few young people understood English and Western learning. Therefore, Bureau of Educational Mission to the United States of America decided to change the preparatory school into Tsinghua School for long-term training before students went to study in the United States. After Tsinghua School opened in 1911, the third examination of

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Scholarship Program Students],” Historical Archives, no. 3 (1980): 104.

<sup>43</sup> Ibid. 105.

<sup>44</sup> Yuhai(玉海) Li(李), “第二批庚款留美学生考选经过及相关问题[Selection Process of Second Batch of American Boxer Indemnity Scholarship Program Students and Relevant Issues],” The Chinese Journal for the History of Science and Technology, 2009, 483.

<sup>45</sup> “考试游美学生揭晓[Results of Studying in America Examination],” Eastern Times, August 8, 1910, 2.

<sup>46</sup> Yuhai(玉海) Li(李), “第二批庚款留美学生考选经过及相关问题[Selection Process of Second Batch of American Boxer Indemnity Scholarship Program Students and Relevant Issues],” The Chinese Journal for the History of Science and Technology, 2009, 482.

<sup>47</sup> Office of President of National Tsinghua University, 清华同学录[The Alumni Roster of Tsinghua] (Beijing, China: Office of President of National Tsinghua University, 1937), 15.

“《读城记》之四十二: 首批庚款留美博士济南人王长平(上)\_半湖居士\_新浪博客[One of First Batch of ABISP Doctors: Changping Wang from Jinan (Part I)],” accessed August 14, 2019, [http://blog.sina.com.cn/s/blog\\_4fa7c7e60100vppp.html](http://blog.sina.com.cn/s/blog_4fa7c7e60100vppp.html).

ABISP was held. Sixty-three students were admitted to go to the United States. Sixty-one were from last year's 143 reserved students and the other two were from the middle school of Tsinghua.<sup>48</sup>

Table 2 Number of Students Admitted to American University<sup>49</sup>

Year	Quantity
1909	47
1910	70
1911	63
Sum	180

Five Shandong students were admitted in 1911: the 3<sup>rd</sup> place, Yixuan Shi (史译宣); the 23<sup>rd</sup> place, Xuewu Sun (孙学悟); the 24<sup>th</sup> Jiding Sun (孙继丁); the 29<sup>th</sup> place, Fuyun Zhang (张福运) and Maode Lu (陆懋德).<sup>50</sup>

Table 3 Shandong Students Admitted to American University (1909-1911)<sup>51</sup>

Year	Names	Birthplace

<sup>48</sup> Yuhai(玉海) Li(李), “第二批庚款留美学生考选经过及相关问题[Selection Process of Second Batch of American Boxer Indemnity Scholarship Program Students and Relevant Issues],” *The Chinese Journal for the History of Science and Technology*, 2009, 485.

<sup>49</sup> History Research Department of Tsinghua University, “补录二[Appendix 2],” in *清华大学史料选编第四卷 解放战争时期的清华大学 1946-1948*[Selected History of Tsinghua University Volume 4: Tsinghua University during the War of Liberation 1946-1948] (Beijing, China: Tsinghua University Press, 1991), 637 - 47.

<sup>50</sup> Office of President of National Tsinghua University, *清华同学录*[The Alumni Roster of Tsinghua] (Beijing, China: Office of President of National Tsinghua University, 1937), 21-28.

“《读城记》之四十二：首批庚款留美博士济南人王长平(上)\_半湖居士\_新浪博客[One of First Batch of ABISP Doctors: Changping Wang from Jinan (Part I)],” accessed August 14, 2019, [http://blog.sina.com.cn/s/blog\\_4fa7c7e60100vpy.html](http://blog.sina.com.cn/s/blog_4fa7c7e60100vpy.html).

<sup>51</sup> Office of President of National Tsinghua University, *清华同学录*[The Alumni Roster of Tsinghua] (Beijing, China: Office of President of National Tsinghua University, 1937), 1-28.

1909	Changping Wang (王长平)	Taian (泰安)
1910	Chongde Gao (高崇德)	Qixia (栖霞)
1911	Yixuan Shi (史译宣)	Fushan (福山)
1911	Xuewu Sun (孙学悟)	Weihaiwei (威海卫)
1911	Jiding Sun (孙继丁)	Penglai (蓬莱)
1911	Fuyun Zhang (张福运)	Fushan (福山)
1911	Maode Lu (陆懋德)	Licheng (历城)

It is worth noting that the 5 Shandong students of third year all attended the last year's examination (1910) of ABISP but were rejected. However, they were recruited by the high school of Tsinghua and successfully graduated and went to study in American Universities.<sup>52</sup>

In summary, the first two years' students were selected among applicants across the country who enrolled directly. The third year's students were mainly selected from students in the high school of Tsinghua (reserved students). In the first three years of ABISP before Tsinghua School founded officially, 180 students were sent to the US, most of which were from Jiangsu Province, Zhejiang Province and Guangdong Province, only 7 Shandong students.<sup>53</sup>

#### 4.1.2. The Second Group's Recruitment of Shandong Students

The second group of the ABISP means the young students who were under the age of 15

<sup>52</sup> Yuhai(玉海) Li(李), “第二批庚款留美学生考选经过及相关问题[Selection Process of Second Batch of American Boxer Indemnity Scholarship Program Students and Relevant Issues],” *The Chinese Journal for the History of Science and Technology*, 2009, 482 - 86.

<sup>53</sup> History Research Department of Tsinghua University, “本校历年毕业生统计表[Statistical Table of Tsinghua Graduates],” in *清华大学史料选编.第一卷.清华学校时期:1911-1928*[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 50 - 55.

and studied in the preparatory school under the Bureau of Educational Mission to the United States of America. According to the *Outline of Sending Students to Study in the United States*, the selection of the two groups of students should be conducted simultaneously.<sup>54</sup> But the first group of students must go to America in the same year, there was no time for the selection of the second group. Consequently, the selection task of second group was suspended. In April 1910, the Ministry of Education formulated the *Regulations for Provincial Officers of the Department of Education to Send Students to Examinations* (《各省提学使考送学生办法章程》) and stipulated that the preparatory school would open in the autumn in 1910 and required that the provincial officers of the Department of Education to select and send students to Beijing for the entrance examination.<sup>55</sup> But because the construction of the preparatory school delayed and the students selected by provinces were also sent late, Bureau of Educational Mission to the United States of America had to declare that the examination of second group would be held over until February 1911. And the preparatory school would open in the early spring.<sup>56</sup>

The preparatory school originally planned to recruit 300 students.<sup>57</sup> The selection of these 300 students can be divided into two ways: “One was the 184 students sent by provincial officers of the Department of Education, the other one was the 116 students examined and selected by the Ministry of Education in Beijing (一类由各省提学使选送的

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<sup>54</sup> History Research Department of Tsinghua University, “遣派游美学生办法大纲[Outline of Sending Students to Study in the United States],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 120.

<sup>55</sup> “各省提学使考送学生办法章程[Regulations for Provincial Officers of the Department of Education to Send Students to Examinations],” Education Magazine, no. 4 (May 1910): 25 - 26.

<sup>56</sup> “1911年的清华——日期与事件[Tsinghua in 1911: Dates and Events],” accessed August 14, 2019, [http://www.tsinghua.edu.cn/publish/thxyw/10112/2015/20151119162850459156985/20151119162850459156985\\_.html](http://www.tsinghua.edu.cn/publish/thxyw/10112/2015/20151119162850459156985/20151119162850459156985_.html).

<sup>57</sup> History Research Department of Tsinghua University, “学部札各省提学使考选学生及考送游美学生办法文[Letter from Ministry of Education to Provincial Officers of the Department of Education about Selection and Examination and Methods of Sending Students to the United States],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 126.

游美第二两格学生 184 名，一类为照顾各省在京子弟考试，由学部在京招考的第二格幼年学生 116 人。)”<sup>58</sup> “Students of second group should be from 12 to 16 years old. The subjects of entrance examinations are Chinese, English, history, geography and mathematics. (第二格学生年龄要求为 12-15 岁。应考科目为：中文、英文、历史、地理和算数。)”<sup>59</sup> Ultimately, there were formally 116 students and 25 reserved students admitted, 141 students enrolled in total in this examination. The second group of students all entered the later middle school of Tsinghua.<sup>60</sup> Shandong was allocated 8 second group students.<sup>61</sup> But only two, Mingxu Zhao (赵明煦) and Changqing Ke (柯长清), were finally selected as formal students of the second group in 1911.<sup>62</sup> Unfortunately, they didn't graduate from Tsinghua School successfully.

#### 4.2. The Recruitment and Examination of Shandong Students in Tsinghua School during the Republic of China(1912-1929)

In 1911, the preparatory school formally changed into Tsinghua School. Then it officially changed into Tsinghua University in 1928.<sup>63</sup> There were two tracks of recruitment

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<sup>58</sup> “考送游美学生办法章程[Regulation of Examination and Sending Students to America],” *The Education Magazine*, no. 4 (May 1910): 25 - 26.

<sup>59</sup> History Research Department of Tsinghua University, “学部札各省提学使考选学生及考送游美学生办法文[Letter from Ministry of Education to Provincial Officers of the Department of Education about Selection and Examination and Methods of Sending Students to the United States],” in *清华大学史料选编.第一卷.清华学校时期:1911-1928*[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 126-27.

<sup>60</sup> “1911 年的清华——日期与事件[Tsinghua in 1911: Dates and Events],” accessed August 14, 2019, [http://www.tsinghua.edu.cn/publish/thxyw/10112/2015/20151119162850459156985/20151119162850459156985\\_.html](http://www.tsinghua.edu.cn/publish/thxyw/10112/2015/20151119162850459156985/20151119162850459156985_.html).

<sup>61</sup> History Research Department of Tsinghua University, “学部札各省提学使考选学生及考送游美学生办法文[Letter from Ministry of Education to Provincial Officers of the Department of Education about Selection and Examination and Methods of Sending Students to the United States],” in *清华大学史料选编.第一卷.清华学校时期:1911-1928*[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 126.

<sup>62</sup> History Research Department of Tsinghua University, “宣统三年游美学务处考取第二格学生名单（1911 年）[List of Teenage Students Examined by Bureau of Educational Mission to the United States of America in the Third Year of Xuantong (1911)],” in *清华大学史料选编.第一卷.清华学校时期:1911-1928*[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 138 - 40.

<sup>63</sup> History Research Department of Tsinghua University, “校史[School History],” in *清华大学史料选编.第一卷.清华学校时期:1911-1928*[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua



during this period: the Education Department of provinces sent students to Beijing; the Tsinghua School held the entrance examination to recruit students from the public. The freshmen of middle school were recommended and examined by the Education Department of provinces according to the distribution number of provinces. Then Tsinghua School reexamined students.<sup>64</sup>

Tsinghua School had both middle school and high school. At first, middle school and high school both had four years. It changed into three years of high school and five years middle school in 1911. In 1913, the school system reverted to the original. In 1920, the first grade of middle school was canceled, then second grade of middle school was canceled, too. In the next year, the fourth grade of high school was changed into the first grade of university. From 1924, Tsinghua School didn't recruit any middle school and high school students and recruited university students in the next year.<sup>65</sup>

#### 4.2.1. The Recruitment of Middle School Students of Tsinghua School

As mentioned above, middle school students should be examined by the Education Department of provinces first. Then they would be sent to Beijing and reexamined by Tsinghua School. The numbers of middle school students of provinces were related to the actual assigned indemnity to the province every year. So the numbers varied from year to year. The distribution number of Shandong province accounted for about 4 percent every year.<sup>66</sup>

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University Press, 1991), 45.

<sup>64</sup> History Research Department of Tsinghua University, “游美肄业馆开办[Open of Preparatory School],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 140.

<sup>65</sup> History Research Department of Tsinghua University, “校史[School History],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 47.

<sup>66</sup> “各省分摊庚子赔款实数与分配学额表[Table of Actual Amount of Boxer Indemnity and Numbers of Students Allocated

But the actual numbers of recruited students were different from the distribution numbers.

Table 4 Numbers of Shandong Freshmen in Middle School of Tsinghua Sent by Education

Department of Shandong<sup>67</sup>

Year	Quantity
1912	1
1913	4
1914	4
1915	6
1916	4
1917	3
1918	5
1919	1
1920	2
1921	1

The middle school's entrance examination was difficult. On the one hand, students can go to the United States after graduation; on the other hand, Tsinghua School was free for the taking. So the competition was fierce. The subjects of examination are "Chinese, English, history, geography, mathematics and natural science".<sup>68</sup> Students should first pass the first

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by Provinces].” The Education Magazine, no. 7 (1909): 21.

<sup>67</sup> “中等科历年各省资送学生人数表[Amount Table of Middle School Students Sent by Provinces],” Memorial for Tenth Anniversary of Tsinghua School of Tsinghua Weekly, 1921, 13.

<sup>68</sup> History Research Department of Tsinghua University, “中等科插班生试验规则[Exam Rules for Transferred Middle

round examination in their provinces, then attend the second examination in Beijing. Admitted middle school students started from 1911(including the second group students) and stopped enrolling in 1924 when Tsinghua School planned to establish Tsinghua University.<sup>69</sup>

Although these students entered middle school, it doesn't mean that they certainly had the chance to go to America. Tsinghua School had strict management on students' schoolwork and grade during the eight years' study. Some students would drop out if their grades didn't pass the standard. So the final list of graduates were different of the admission list of middle school.

#### 4.4.2. The Recruitment of High School Students of Tsinghua School

Students of high school were mainly from two ways: the graduates from middle school; students who passed the entrance examination of high school from the public. The recruitment from the public started from 1912, suspended in 1914 and 1915, and stopped in 1924.<sup>70</sup>

The entrance examination to the public was designed by Tsinghua School. New students were generally between 15 and 19 years old. They were required to be the similar level of study and knowledge with graduates from middle school of Tsinghua.<sup>71</sup>

Although Tsinghua School announced that the examination was opened to the public and

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School Students],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 170.

<sup>69</sup> History Research Department of Tsinghua University, “校史[School History],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 47.

<sup>70</sup> History Research Department of Tsinghua University, “校史[School History],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 47.

Mengkan(孟侃) Rao(饶), “招生问题[Recruitment Problems],” Tsinghua Weekly Tenth Anniversary Supplement, 1924, 114.

<sup>71</sup> History Research Department of Tsinghua University, “高等科插班生试验规则[Exam Rules for Transferred High School Students],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 172.

all the middle school-age students can attend, the enrollment places were limited in Beijing and Shanghai at first. Shandong students who studied in these two cities had chance to attend the exam. According to the statistics, only three Shandong students entered high school of Tsinghua through the examination to the public. The number is much less than Zhejiang, Jiangsu.<sup>72</sup> Due to a shortage of information, the researcher was not able to find the accurate information of the three Shandong students.

Table 5 Numbers of Tsinghua High School Freshmen (Including Graduates from Middle School of Tsinghua and Recruited Students from the Public)<sup>73</sup>

Year	Quantity of High School Freshmen	Quantity of Graduates from Middle School	Quantity of Recruited Students from the Public
1912	1	0	1
1913	1	1	0
1914	0	0	0
1915	2	2	0

<sup>72</sup> Office of President of National Tsinghua University, 清华同学录[The Alumni Roster of Tsinghua] (Beijing, China: Office of President of National Tsinghua University, 1937), 1-238.

“高等科历年新生分省数目表[Amount Table of High School Students Sent of Provinces],” Memorial for Tenth Anniversary of Tsinghua School of Tsinghua Weekly, 1921, 11.

“中等科历年各省资送学生人数表[Amount Table of Middle School Students Sent by Provinces],” Memorial for Tenth Anniversary of Tsinghua School of Tsinghua Weekly, 1921, 13.  
Ibid. 17.

<sup>73</sup> Office of President of National Tsinghua University, 清华同学录[The Alumni Roster of Tsinghua] (Beijing, China: Office of President of National Tsinghua University, 1937), 1-238.

“高等科历年新生分省数目表[Amount Table of High School Students Sent of Provinces],” Memorial for Tenth Anniversary of Tsinghua School of Tsinghua Weekly, 1921, 11.

“中等科历年各省资送学生人数表[Amount Table of Middle School Students Sent by Provinces],” Memorial for Tenth Anniversary of Tsinghua School of Tsinghua Weekly, 1921, 13.  
Ibid. 17.

1916	2	2	0
1917	5	3	2
1918	3	3	0
1919	7	7	0
1920	2	2	0
1921	2	2	0
1922	2	2	0
1923	7	7	0

#### 4.3. The Analysis of the Educational Background of Shandong Students in Tsinghua School

The educational background of ABISP students were different, because Tsinghua School recruited students in accordance with students' grades of entrance examinations instead of academic qualifications. Yiduo Wen (闻一多) mentioned in an article: "Some middle school students of Tsinghua School have studied in the higher primary school; some studied in the lower primary school; some studied in the kindergarten. There were not many higher primary school graduates who were really fit for the secondary education level anyhow."<sup>74</sup> (清华中等科的学生有住过高等小学的, 有住过初等小学的, 有住过幼稚园的, 总之真正高小毕业, 刚合中等科程度的有几个?) As a preparatory school for students who would study in the United States, Tsinghua School attached importance to freshmen' English level. Students from mission schools and modern language schools had more advantages in the entrance

<sup>74</sup> Yiduo(一多) Wen(闻), 中国现代文学珍藏大系 闻一多卷[Yiduo Wen Volume in the Collection of Modern Chinese Literature] (Beijing, China: Lantian Press, 2009), 178.

examinations. Most new-style schools were founded in the coastal provinces which opened door earlier. It is one of the reasons that those coastal areas, such as Jiangsu, Zhejiang, Guangdong, offered more students to Tsinghua School.

In Shandong, this situation was similar. Most students were from those coastal areas or the capital city Jinan which had more communication with western world.

Table 6 Birthplaces of ABISP Shandong Students<sup>75</sup>

Birthplace	Quantity	Area	Quantity
Qixia(栖霞)	2	Eastern coastal areas	14
Fushan(福山)	2		
Weihaiwei(威海卫)	1		
Penglai(蓬莱)	1		
Jimo(即墨)	3		
Jiaozhou(胶州)	1		
Anqiu(安邱)	1		
Weixian(潍县)	1		
Zhucheng(诸城)	1		
Gaomi(高密)	1		
Licheng(历城)	10	Surrounding the provincial	17
Xincheng(新城)	1		

<sup>75</sup> Office of President of National Tsinghua University, 清华同学录[The Alumni Roster of Tsinghua] (Beijing, China: Office of President of National Tsinghua University, 1937),1-238.

Laiwu(莱芜)	1	capital(Jinan)	
Huimin(惠民)	1		
Wudi(无棣)	1		
Taian(泰安)	2		
Hengtai(恒台)	1		
Shanxian(单县)	2	Other inner areas in the south, west and northwest	8
Jining(济宁)	1		
Qufu(曲阜)	1		
Lanshan(兰山)	1		
Wucheng(武城)	1		
Dongping(东平)	2		

Students' learning experience before Tsinghua School is also an important factor for new students. Many students had western educational or higher educational background before going to Tsinghua School. For example, the first Shandong student Changping Wang graduated from Peking Academy School which was a mission school founded by The Methodist Episcopal Church of Christianity in 1871. Chongde Gao and Xuewu Sun also studied in the mission school. Jiding Sun majored in English in Shandong Institution of Higher Learning (today's Shandong University). Maode Lu also studied in Shandong Institution of Higher Learning before entering Tsinghua School. Moreover, some students also had overseas learning experience. Before 3 years study in the famous mission school

Shanghai Saint John's University, Xuewu Sun also studied in Waseda University for a year.<sup>76</sup>

Yanzhi Lv (吕彦直) who went to the US in 1913 had studied in Paris for about 6 years before entering Tsinghua School.<sup>77</sup>

Table 7 Education Experiences of Part of Shandong ABISP Students Before Entering Tsinghua School<sup>78</sup>

Year of Going to US	Name	Birthplace	School before Tsinghua School
1909	Changping Wang (王长平)	Taian (泰安)	Peking Academy School (北京汇文学堂)
1910	Chongde Gao (高崇德)	Qixia (栖霞)	Shandong Guangwen School (山东广文学堂)
1911	Xuewu Sun (孙学悟)	Weihaiwei (威海卫)	Waseda University (早稻田大学) Shanghai Saint John's University (上海圣约翰大学)
1911	Jiding Sun (孙)	Penglai (蓬莱)	Shandong Institution of Higher

<sup>76</sup> Office of President of National Tsinghua University, 清华同学录[The Alumni Roster of Tsinghua] (Beijing, China: Office of President of National Tsinghua University, 1937), 1-238.

“第一次庚子赔款留美学生列表[The List of The First Batch of ABISP Students],” 维基百科, 自由的百科全书, April 6, 2018, <https://zh.wikipedia.org/w/index.php?title=%E7%AC%AC%E4%B8%80%E6%AC%A1%E5%BA%9A%E5%AD%90%E8%B5%94%E6%AC%BE%E7%95%99%E7%BE%8E%E5%AD%A6%E7%94%9F%E5%88%97%E8%A1%A8&oldid=48998623>.

<sup>77</sup> “Lü Yanzhi,” Wikipedia, March 7, 2019,

[https://en.wikipedia.org/w/index.php?title=L%C3%BC\\_Yanzhi&oldid=886623557](https://en.wikipedia.org/w/index.php?title=L%C3%BC_Yanzhi&oldid=886623557).

<sup>78</sup> Office of President of National Tsinghua University, 清华同学录[The Alumni Roster of Tsinghua] (Beijing, China: Office of President of National Tsinghua University, 1937), 1-238.

“第一次庚子赔款留美学生列表[The List of The First Batch of ABISP Students],” 维基百科, 自由的百科全书, April 6, 2018, <https://zh.wikipedia.org/w/index.php?title=%E7%AC%AC%E4%B8%80%E6%AC%A1%E5%BA%9A%E5%AD%90%E8%B5%94%E6%AC%BE%E7%95%99%E7%BE%8E%E5%AD%A6%E7%94%9F%E5%88%97%E8%A1%A8&oldid=48998623>.



	继丁)		Learning (山东高等学堂)
1911	Maode Lu (陆懋德)	Licheng (历城)	Shandong Institution of Higher Learning (山东高等学堂)

In summary, from 1912 to 1923, Tsinghua School recruited 1201 students in total.<sup>79</sup> But because of the strict management on students' grade of Tsinghua, only a part of students can graduate and go to the US under the auspices of the ABISP. According to *The Alumni Roster of Tsinghua*, about 60 Shandong students entered Tsinghua School between 1911 and 1924. Ultimately, only forty-two Shandong students successfully graduated from Tsinghua School and went to the US under the auspices of the ABISP.<sup>80</sup>

#### 4.4. The US Preparatory Education for ABISP Students in Tsinghua School

##### 4.4.1. English Courses as Core Courses in the Curriculum System

As a preparatory school for studying in the United States, the training objective of Tsinghua School is that graduates can directly enter American Universities as sophomores or juniors and adapt to American college life.<sup>81</sup> Therefore, English and courses taught in English were important in Tsinghua School's curriculum system instead of Chinese courses. Even in the entrance examinations, students were required to answer questions in English

<sup>79</sup> Mengkan(孟侃) Rao(饶), “招生问题[Recruitment Problems],” *Tsinghua Weekly Tenth Anniversary Supplement*, March 1, 1924, 118.

<sup>80</sup> Office of President of National Tsinghua University, *清华同学录[The Alumni Roster of Tsinghua]* (Beijing, China: Office of President of National Tsinghua University, 1937), 1-238.

<sup>81</sup> History Research Department of Tsinghua University, “清华学校之过去现在及将来[The Past, Present and Future of Tsinghua School],” in *清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928]* (Beijing, China: Tsinghua University Press, 1991), 40.

except for questions about Chinese, Chinese history and geography.<sup>82</sup>

As mentioned before, the length of Tsinghua School was 8 years, including middle school and high school. The main target of middle school was to train the new enrolling young students English. The courses included language and literature courses (English), natural science courses (mathematics), music and Chinese courses. English courses were core courses.<sup>83</sup>

Table 8 Curriculum of Middle School of Tsinghua School (Class Hour)<sup>84</sup>

Curriculum	First grade	Second grade	Third grade	Fourth grade
Self-cultivation	1	1	1	1
Chinese	5	5	5	5
Chinese History	2	2		
Chinese Geography	2	2		
World Geography			3	3
English Reading	5	5	5	4
English Grammar	3	3	4	
English Rhetoric				3
English Writing				2
Writing from Memory	2	2	2	

<sup>82</sup> History Research Department of Tsinghua University, “考试学科要目[Subjects of Examination],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 137.

<sup>83</sup> History Research Department of Tsinghua University, “北京清华学校近章[Recent Regulation of Beijing Tsinghua School],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 164.

<sup>84</sup> Ibid.

Calligraphy Practice	1			
English Conversation		1	1	1
Arithmetic	3	3		
Algebra				1
Natural Science	3	3		
Health				1
Handwork			2	2
Painting	2	2	2	1
Music	2	2	2	1
Gymnastics	1	1	1	1

The high school had two tracks: art track and practical track. The required courses included language and literature courses, such as western literature, German, French and Latin, social science courses, such as politics and economics, natural science courses, such as mathematics, physics and chemistry, and few technical courses.<sup>85</sup>

#### 4.4.2. Strict Supervision on Schoolwork

The grade was composed by three parts: attendance and participation, usual tests and final exams, in which usual tests accounted for a significant proportion. The final exam only accounted for 30 percent. They used the hundred percentage point system, with 70 percent as the passing grade. Students who got 60 to 70 grades should be coached for three months until

<sup>85</sup> History Research Department of Tsinghua University, “北京清华学校近章[Recent Regulation of Beijing Tsinghua School],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 159 – 68.

they passed make-up exam, or they should stay down or even be dropped out. Every year students whose grades were less than 55 and continuously failed to grade twice would be asked to leave.<sup>86</sup> And students who have more than or equal to 2 English courses failed would be expelled. Students who have one English course failed would stay down. In a word, the drop-out rate of Tsinghua School was high. For example, more than 130 new students enrolled in 1915, only about 30 students graduated in 1923.<sup>87</sup> According to the statistics from *The Alumni Roster of Tsinghua* (《清华同学录》), 22 Shandong students didn't graduate from Tsinghua School because of various reasons.<sup>88</sup>

#### 4.4.3. Varied and Colorful Extracurricular Activities

Tsinghua School attached importance to the extracurricular activities in order to integrate with American Universities. They encouraged students to organize activities, clubs, competitions and shows by themselves. There were various organizations in Tsinghua School, such as social service organization, academic organization, religion organization, publication organization, literature and art organization.<sup>89</sup> Some big clubs had hundreds of members, such as Young Men's Christian Association and Confucian Association.<sup>90</sup>

In addition, Tsinghua School thought highly of exercises. Except the PE courses in the

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<sup>86</sup> Ibid. 166-167.

<sup>87</sup> Xianwen(先闻) Li(李), “清华八年[Eight Years in Tsinghua],” in 李先闻自述[Xianwen Li's Self-Description] (Changsha, China: Hunan Education Press, 2009), 15.

<sup>88</sup> Office of President of National Tsinghua University, 清华同学录[The Alumni Roster of Tsinghua] (Beijing, China: Office of President of National Tsinghua University, 1937), 1-238.

<sup>89</sup> History Research Department of Tsinghua University, “课外作业[Homework],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 204 - 7.

<sup>90</sup> History Research Department of Tsinghua University, “清华学校的青年会[Young Men's Christian Association in Tsinghua School],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 212 - 13.

History Research Department of Tsinghua University, “清华学校的孔教会[Confucian Association in Tsinghua School],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 213 - 14.

required courses, every student was required to do gymnastics for ten minutes in the morning and afternoon every day. And students would accept physical examination every semester. They also held sports meet or had competitions with other schools every year.<sup>91</sup> Tsinghua School students attended various sports meets and achieved outstanding results. For instance, Tsinghua School attended the sports meets held by North China United Sports Associations (华北联合运动会) 12 times and won the championships 7 times among dozens of schools.<sup>92</sup>

In summary, as a preparatory school for students who would study in the United States, Tsinghua School attached importance to the education of English and modern discipline and physical training. They ensure good academic quality of students by means of strict management and develop students' interests through colorful activities which offered students good self-education environment. After graduation from Tsinghua School, most of ABISP students quickly adapted to the life and study in America.

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<sup>91</sup> History Research Department of Tsinghua University, “北京清华学校近章[Recent Regulation of Beijing Tsinghua School],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 167.

<sup>92</sup> History Research Department of Tsinghua University, “十五年来清华之体育[Physical Culture of Tsinghua School during 15 Years],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 343 - 72.

## Chapter 5: Shandong ABISP Students in the United States

### 5.1. Sending ABISP Students to the United States

In addition to the first 180 students admitted to American University, Tsinghua School sent graduates from high school to the US every year from 1912 until the last batch of graduates in 1929. 1143 students in total were sent to study in the US, not including teenage students and junior college male and female students.<sup>93</sup>

Table 9 Numbers of ABISP Students and Shandong Students Going to US from 1909 to 1929<sup>94</sup>

Year	Quantity of All	Quantity of Shandong Students
1909	47	1
1910	70	1
1911	63	5
1912	16	0
1913	43	3
1914	34	1
1915	42	0
1916	31	0

<sup>93</sup> History Research Department of Tsinghua University, “补录二[Appendix 2],” in 清华大学史料选编第四卷 解放战争时期的清华大学 1946-1948[Selected History of Tsinghua University Volume 4: Tsinghua University during the War of Liberation 1946-1948] (Beijing, China: Tsinghua University Press, 1991), 637 – 47.

<sup>94</sup> Ibid.

1917	44	1
1918	58	0
1919	63	0
1920	81	2
1921	45	3
1922	94	4
1923	81	4
1924	67	1
1925	69	3
1926	70	7
1927	51	2
1928	47	2
1929	37	2
Sum	1143	42

## 5.2. Management of ABISP Students Studying in the United States

### 5.2.1. Set up the Supervision Department to Manage Students Study in the United States

According to the *Outline of Sending Students to Study in the United States* (《派遣美国留学生的章程草案》), the Supervision Department (游美监督处) was established to manage and supervise students who study in the United States: “We would set up the Supervision Department at Washington, Chicago or other central city and appoint an outstanding officer

who graduated from an American university to supervise students. Besides we would appoint 4 or 5 assistants to manage student affairs such as placement, cost and schoolwork. And they should report periodically.” (在华盛顿、芝加哥或其他某个中心城市设立游美监督处。将委派一名毕业于美国大学并且能力卓著的人为留学生监督，另外将任命 4 至 5 名助理以管理留学生的安置、经费以及检查他们的学业。他们将做定期汇报。) <sup>95</sup> The Supervision Department was finally set up in Washington. And it was dissolved until 1933. <sup>96</sup>

From 1908 to 1933, there were 6 supervisors: Kui Rong 容揆 (1909-1911), Ding Huang 黄鼎 (1911-1919), Zanyuan Shi 施赞元 (1919-1921), Guocai Zhao 赵国材 (1921-1928), Yiqi Mei 梅贻琦 (1928-1931), Yuanren Zhao 赵元任 (1932-1933). The supervisors were appointed by the president of Tsinghua School after the Bureau of Educational Mission to the United States of America was canceled. <sup>97</sup> They were mainly responsible to manage students in three aspects: enrollment, finance and schoolwork.

About the enrollment. Before going abroad, students should report their selections of majors and universities to the Supervision Department. Then the Supervision Department would contact with schools and deal with the enrollment procedures. Then the Supervision Department would also escort students to the United States. And after students went to America, they must ask permission from the Supervision Department if they wanted to change their majors or transferred to other schools. <sup>98</sup>

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<sup>95</sup> History Research Department of Tsinghua University, “派遣美国留学生的章程草案[Draft of Sending Students to Study in the United States],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 108.

<sup>96</sup> “清华驻美学生监督处考察\_chin\_新浪博客[An Investigation of The Supervision Department of Tsinghua in the United States],” accessed August 14, 2019, [http://blog.sina.com.cn/s/blog\\_53f82aa60102w8p1.html](http://blog.sina.com.cn/s/blog_53f82aa60102w8p1.html).

<sup>97</sup> Lin(林) Zixun(子勋), 中国留学教育史[History of Chinese Overseas Education] (Taipei, China: Taipei Huagang Publishing Co., Ltd., 1976), 60.

“清华驻美学生监督处考察\_chin\_新浪博客[An Investigation of The Supervision Department of Tsinghua in the United States],” accessed August 14, 2019, [http://blog.sina.com.cn/s/blog\\_53f82aa60102w8p1.html](http://blog.sina.com.cn/s/blog_53f82aa60102w8p1.html).

<sup>98</sup> History Research Department of Tsinghua University, “清华学校选派学生赴美游学章程[Regulation of Tsinghua School



About the finance. All the fees of study (including tuition fees, test fees, investigation fees and diploma fees) in America were directly paid to American universities by the Supervision Department. The hospitalization fees were paid to hospitals directly. Other fees such as monthly fees, Doctor's paper printing fees and returning fees were given to students every month. Students should fill in receipts and send them back to the Supervision Department.<sup>99</sup>

About students' schoolwork. The Supervision Department was responsible to the study and behaviour of students during their study life in American universities. They should regularly check students' schoolwork. And the monthly fee would be stopped due to poor grades.<sup>100</sup>

### 5.2.2. Rules for Studying in the United States

About the length of study-abroad. As introduced above, the length of education in Tsinghua School was 8 years. Students can go to America only after graduated from high school. Generally, students transferred to second or third grade in American Universities. The length of ABISP students' study in the US is five years according to *Regulation of Tsinghua School Send Students Study in the United States* (《清华学校选派学生赴美游学章程》). Tsinghua School encourage students to chase higher degrees. And the regulation stipulated that students can extend the time of study in America. But they must apply for it six months

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Send Students Study in the United States],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 219.

<sup>99</sup> Ibid.

<sup>100</sup> History Research Department of Tsinghua University, “清华学校选派学生赴美游学章程[Regulation of Tsinghua School Send Students Study in the United States],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 221.

in advance.<sup>101</sup> Ideally, the five years can be divided into two years for bachelor's degree, one year for master's degree and last two years for doctor's degree. For example, the first Shandong ABISP student Changping Wang went to America in 1909 and obtained doctor's degree from University of Michigan in 1914.<sup>102</sup> But different students have different situations. Not all the ABISP students chose to continue education in America and finally obtained master's degrees or doctor's degrees.

About the management of funds for students studying in the United States. ABISP students can enjoy 250 yuan (National Currency) for clothes (Adjusted to 500 yuan later) before going to the United States and 60 dollars every month for accommodations and books.<sup>103</sup> The fee for returning home was 300 dollars.<sup>104</sup> All the money mentioned above were given to students. Other fees, such as tuition fee, diploma fee, gymnasium fee and laboratory fee were directly given to schools by the Supervision Department. If students are ill, the Supervision Department would pay to schools or hospitals.<sup>105</sup> And doctor students can enjoy the printing fee no more than 100 dollars by receipts.<sup>106</sup> But if students have problems, such as neglecting school work, getting married, poor study performance or leaving America without permission, the Supervision Department would stop or decrease the fees for students who were studying in the United States.<sup>107</sup>

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<sup>101</sup> History Research Department of Tsinghua University, “清华学校选派学生赴美游学章程[Regulation of Tsinghua School Send Students Study in the United States],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 218.

<sup>102</sup> Yaoxi(耀曦) Li(李), “首批庚款留美博士——济南人王长平[The First Batch of Doctors Studying in America: Changping Wang from Jinan],” *Chunqiu Bimonthly*, no. 2 (2012): 9.

<sup>103</sup> History Research Department of Tsinghua University, “清华学校选派学生赴美游学章程[Regulation of Tsinghua School Send Students Study in the United States],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 219.

<sup>104</sup> *Ibid.* 221.

<sup>105</sup> *Ibid.* 219.

<sup>106</sup> *Ibid.* 220.

<sup>107</sup> *Ibid.* 221-222.

About the management of schoolwork and other affairs. If students have to ask for leave for some irresistible reasons such as bereavement, they should report and discuss with the Supervision Department. All the fees would be stopped during the absence and the length of absence cannot exceed 6 months, or the Supervision Department would remove students' names from the rolls. Students should submit their grades to the Supervision Department by the end of every semester and report the date of graduation and degree 3 months in advance before graduation. In addition, the Supervision Department would reward students for good performance on grades or great achievements on social service or extracurricular activities.<sup>108</sup>

### 5.3. Schools and Majors of Shandong Students

About the prospective majors and schools for ABISP students, Tsinghua School required them to select in the last semester before graduation. At first, the selection of majors and schools were made by students themselves on the basis of their interests or career plans. From 1913, the vice-president Yichun Zhou (周诒春) succeeded to the new president of Tsinghua School. He regarded employment guidance as an important part of preparatory education. Before they finally made decisions, students must discuss the prospective majors and schools with him.<sup>109</sup> “The universities that graduates will go were determined by him, the majors that graduates will choose were also determined by him.”<sup>110</sup> (毕业生所进入的美国大学是由他指定的, 毕业生所习的专业, 也是由他指定的。) This situation changed after the Career

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<sup>108</sup> Ibid. 221-222.

<sup>109</sup> Fujun(富军) Jin(金) and Zhen(珍) Li(李), “清华大学校史馆——清华学校留学辅导考察[History Museum of Tsinghua University: An Investigation of Study Abroad Counseling in Tsinghua School],” accessed August 14, 2019, [http://www.tsinghua.edu.cn/publish/xsg/8348/2016/20160612084506638204661/20160612084506638204661\\_.html](http://www.tsinghua.edu.cn/publish/xsg/8348/2016/20160612084506638204661/20160612084506638204661_.html).

<sup>110</sup> Jianghua(炯华) Huang(黄), “清华大学早年生活的回忆[Memories of Early Life in Tsinghua University],” in 文化史料丛刊(三) [Series of Cultural and Historical Materials (3)] (Beijing, China: Literature and History Materials Publishing House, 1982), 79 – 81.

Office was set up in 1923.<sup>111</sup>

### 5.3.1. School Distribution

For the selection of schools, some students intended to choose those universities with great number of students in the east of US. Others prefer to go to small universities in the middle and western regions. In those small universities with few students, foreign students were fewer so that Chinese students can get more chances to communicate with American students and teachers which would help them fit into American society more easily. Most universities in the east had strong faculty and good infrastructure. They also had more foreign students. But students had few chances to communicate with teachers and American students which may cause Chinese students only stay with Chinese which is not helpful for students to integrate into American society. Therefore, many students choose to go to universities in the middle and western areas first, then transfer to eastern universities. Tsinghua School also encouraged students to do so. The regulations for students' study in the US stipulated that if students transfer from western and middle universities to eastern universities, they would pay for the travelling expenses.<sup>112</sup>

Table 10 University Distribution of Shandong ABISP Students (Bachelor Degree)<sup>113</sup>

Universities	Quantity	Universities	Quantity
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<sup>111</sup> Fujun(富军) Jin(金) and Zhen(珍) Li(李), “清华大学校史馆——清华学校留学辅导考察[History Museum of Tsinghua University: An Investigation of Study Abroad Counseling in Tsinghua School],” accessed August 14, 2019, [http://www.tsinghua.edu.cn/publish/xsg/8348/2016/20160612084506638204661/20160612084506638204661\\_.html](http://www.tsinghua.edu.cn/publish/xsg/8348/2016/20160612084506638204661/20160612084506638204661_.html).

<sup>112</sup> Lingzhao(令召) Han(韩), “庚子赔款与近代河南留美教育研究[The Study of the Boxer Indemnity and the Education of Studying in America in the Modern History of Henan]” (Doctor, Zhengzhou University, 2013), 42-43.

<sup>113</sup> Office of President of National Tsinghua University, 清华同学录[The Alumni Roster of Tsinghua] (Beijing, China: Office of President of National Tsinghua University, 1937), 1-238.

University of Wisconsin	9	Norwich University	1
University of Michigan	4	University of Washington	1
Ohio State University	4	Columbia University	1
Cornell University	3	Colorado School of Mines	1
Massachusetts Institute of Technology	3	Lowell Technological Institute	1
Stanford University	3	University of Illinois	1
Purdue University	2	Worcester Polytechnic Institute	1
Harvard University	2	The Citadel, The Military College of South Carolina	1
Iowa State University	1	New York University	1
Yale University	1	Lawrence University	1

As the table showed above, Shandong students were distributed in 20 universities after they arrived the US. Most universities are in the middle and eastern regions. Only Stanford University is in the west coast. Some universities are comprehensive universities, such as Harvard University, University of Wisconsin and University of Michigan. Some are known for one or some majors. For example, Massachusetts Institute of Technology is known for its research and education in the engineering and architecture. Iowa State University is known for its agriculture.

### 5.3.2. Majors

For the selection of majors, *Draft of Sending Students to Study in the United States* stipulated: “Eighty percent students will major in industrial technology, agriculture, mechanical engineering, mining, physics, chemistry, railway engineering, architecture, banking, railway management or similar majors. Other twenty percent will major in law and politics.” (派出的留学生中有百分之八十将专修工业技术, 农学, 机械工程, 采矿, 物理及化学, 铁路工程, 建筑, 银行, 铁路管理, 以及类似学科。另外百分之二十将专修法律及政治学。) <sup>114</sup> In fact, according to the statistics from *Majors of ABISP Students* (历年留美学生分科统计表), 51.6 percent Tsinghua students choose natural science subjects, such as engineering, agriculture, medical science and social science. And 44.7 percent students choose social science, literature, philosophy, law and business as their majors. <sup>115</sup> We can find that the difference is not as much as originally planned.

The proportion of Shandong students' majors are similar to all ABISP students. More than half learned engineering, science, agriculture and military, accounted for 57 percent. Seven students choose majors about business and eleven students learned majors of humanities. We can see that engineering and natural science were also more popular than social science subjects among Shandong students. <sup>116</sup>

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<sup>114</sup> History Research Department of Tsinghua University, “派遣美国留学生的章程草案[Draft of Sending Students to Study in the United States],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 107.

<sup>115</sup> History Research Department of Tsinghua University, “历年留美学生分科统计表[Majors of ABISP Students],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 56 - 71.

<sup>116</sup> Office of President of National Tsinghua University, 清华同学录[The Alumni Roster of Tsinghua] (Beijing, China: Office of President of National Tsinghua University, 1937), 1-238.

Table 11 Major Distribution of Shandong ABISP Students (Bachelor Degree)<sup>117</sup>

Majors	Quantity	Majors	Quantity
<b>Engineering</b>	13	Politics	2
Chemical engineering	3	Law	1
Mining and metallurgy	2	Politics and journalism	1
Electrical engineering	2	Civics	2
Architecture	1	Psychology	1
Civil engineering	3	Educational psychology	1
Aeronautics	1	Education	1
Mechanical engineering	1	<b>Commerce</b>	7
<b>Science</b>	8	Public finance	1
Chemistry	6	Economics	4
Applied chemistry	1	Finance	1
Biology	1	International trade	1
<b>Humanities</b>	11	<b>Military</b>	2
Literature	2	<b>Agriculture</b>	1

#### 5.4. Degrees Obtained of Shandong ABISP Students

Due to the strict selection, entrance examination and preparatory education of Tsinghua School, most ABISP students behaved well during the study life in America. According to the

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<sup>117</sup> Ibid.

statistics from *History of Overseas Education in China* (《中国留学教育史》), in all the 969 ABISP students who we can find the information, besides 22 students who died, 183 students obtained doctor's degree (19%), 436 students obtained master's degree (45%), 248 students obtained bachelor's degree (25%), only 80 students didn't obtain any degrees (8%).<sup>118</sup> As for Shandong students, besides one student, Shanbao Ma (马善宝) who was drowned in the Connecticut River in 1918,<sup>119</sup> all other Shandong students successfully obtained degrees: 9 students obtained doctor's degree (21%), 18 students obtained master's degree (42%) and 14 students obtained bachelor's degree (33%).<sup>120</sup> We can see the proportion of Shandong students' degree is similar as the whole ABISP group.

Table 12 Obtained Degrees of Shandong Students<sup>121</sup>

Name	Obtained degree	University
Changping Wang (王长平)	Doctor	University of Michigan
Chongde Gao (高崇德)	Master	Harvard University
Yixuan Shi (史译宣)	Master	Harvard University
Xuewu Sun (孙学悟)	Doctor	Harvard University
Jiding Sun (孙继丁)	Bachelor	Purdue University

<sup>118</sup> Changfa(长法) Xie(谢), *中国留学教育史*[History of Overseas Education in China] (Taiyuan, China: Shanxi Education Press, 2006), 137.

<sup>119</sup> Qinghua(清华) Tan(谭), “清华大学校史馆——清华学校毕业生考(上): 1912-1919 级[History Museum of Tsinghua University: Research of Tsinghua Graduates from 1912 to 1919],” accessed August 14, 2019, [http://www.tsinghua.edu.cn/publish/xsg/8348/2018/20180308094609233567361/20180308094609233567361\\_.html](http://www.tsinghua.edu.cn/publish/xsg/8348/2018/20180308094609233567361/20180308094609233567361_.html).

<sup>120</sup> Office of President of National Tsinghua University, *清华同学录*[The Alumni Roster of Tsinghua] (Beijing, China: Office of President of National Tsinghua University, 1937), 1-238.

<sup>121</sup> Ibid.



Fuyun Zhang (张福运)	Bachelor	Harvard University
Maode Lu (陆懋德)	Master	Ohio State University
Yanzhi Lv (吕彦直)	Bachelor	Cornell University
Chuanling Liang (梁传玲)	Master	University of Chicago
Liting Chen(陈立廷)	Bachelor	Yale University
Tingyu Zhang (张廷玉)	Bachelor	University of Michigan
Lingxuan Kong (孔令烜)	Master	Ohio State University
Tingxiu Du(杜庭修)	Master	Lawrence University
Changgeng Gao (高长庚)	Bachelor	Lowell Technological Institute
Zhu'an Ma (马祝安)	Master	Norwich University
Jizhen Wang (王际真)	Bachelor	University of Wisconsin
Chengmo Sun (孙承谟)	Master	Ohio State University
Chongxi Gao (高崇熙)	Doctor	University of Wisconsin
Dingshu Wang (汪鼎叔)	Master	Columbia University
Maolan Duan(段茂澜)	Doctor	Columbia University
Wenqi Xin (辛文琦)	Doctor	Massachusetts Institute of Technology
Maohan Duan (段茂瀚)	Master	Columbia University
Guohua Sun (孙国华)	Doctor	Ohio State University
Chuanzhang Zhou (周传璋)	Bachelor	New York University
Jin Xiao (萧津)	Master	Harvard University
Ren Zhang (张任)	Master	Massachusetts Institute of Technology
Jixiang Ding (丁济详)	Bachelor	Ohio State University

Shouchang Cao (曹寿昌)	Master	University of Chicago
Jiamei Hu (胡家枚)	Bachelor	The Citadel, The Military College of South Carolina
Guozhen Bi (毕国箴)	Bachelor	Columbia University
Jiaju You (尤家驹)	Master	University of Pennsylvania
Zi'an Zhou (周自安)	Bachelor	Stanford University
Chuan Liu (刘椽)	Master	University of Illinois
Rui Zhang (张锐)	Master	Harvard University
Mingfang Cai (蔡名芳)	Master	Massachusetts Institute of Technology
Xiwu Cao (曹希武)	Bachelor	New York University
Zhenying Xu (许振英)	Master	University of Wisconsin
Huiwen Zhang (张汇文)	Doctor	Stanford University
Xiwen Cao (曹希文)	Bachelor	University of Wisconsin
Chongxin Zhong (仲崇信)	Doctor	Ohio State University
Cheng'e Sun (孙承谔)	Doctor	University of Wisconsin

## Chapter 6: Shandong Students of the ABISP and Chinese Modern Society

### 6.1. Employment of Shandong students

Although China was undeveloped at that time, most ABISP students come back after graduation. According to the statistics from *The Alumni Roster of Tsinghua* (《清华同学录》), it also happened to Shandong students. In addition to the deceased student Shanbao Ma (马善宝), only one Shandong student, the famous translator Jizhen Wang (王际真), who went to America in 1922 chose to stay in America and didn't return to China again in his life.<sup>122</sup> The return ratio of Shandong students is 95%. There are two main reasons that most students chose coming back: 1. All the ABISP students should have a guarantor and submit a guarantee to ensure that they would come back after graduation. Or the guarantor would be responsible.<sup>123</sup> 2. Most ABISP students went to study abroad with a mission to serve the country. Therefore, most students clearly understood the goal they studied abroad.

In 1918, the Foreign Affairs Department and Ministry of Education formulated *Measures for Tsinghua Returning Graduates* (《清华游美毕业生回国安置办法》) to settle down the return ABISP students.<sup>124</sup> But due to the chaotic situation in China, it was not implemented well.

Most ABISP students dedicated themselves into education, commerce and industry. In all of the 40 returning Shandong students, in addition to 3 students lack of information, 17

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<sup>122</sup> Zhiqing(志清) Xia(夏) and Shiding(诗顶) Dong(董), “王际真和乔志高的中国文学翻译[Jizhen Wang and Zhigao Qiao's Translation of Chinese Literature],” *Journal of Modern Chinese Studies*, no. 01 (2011): 96.

<sup>123</sup> History Research Department of Tsinghua University, “清华学校选派学生赴美游学章程[Regulation of Tsinghua School Send Students Study in the United States],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 218.

<sup>124</sup> History Research Department of Tsinghua University, “清华游美毕业生回国安置办法[Measures for Tsinghua Returning Graduates],” in 清华大学史料选编.第一卷.清华学校时期:1911-1928[Selected History of Tsinghua University Volume 1: Tsinghua School 1911-1928] (Beijing, China: Tsinghua University Press, 1991), 232.

Shandong students devoted themselves into education and scientific research (42.5%), 8 students served in politics (20%), 8 students committed to the industry and transportation field (20%), 2 students went into business (5%) and the rest 2 students were in the army (5%).<sup>125</sup>

Table 13 Employment of Returning Shandong Students<sup>126</sup>

Year of going to US	Name	Working Field
1909	Changping Wang (王长平)	Education and Scientific Research
1910	Chongde Gao (高崇德)	Education and Scientific Research
1911	Yixuan Shi (史译宣)	Education and Scientific Research
1911	Xuewu Sun (孙学悟)	Education and Scientific Research
1911	Jiding Sun (孙继丁)	Industry and Transport
1911	Fuyun Zhang (张福运)	Politics and Social Service
1911	Maode Lu (陆懋德)	Education and Scientific Research
1913	Yanzhi Lv (吕彦直)	Industry and Transport
1913	Chuanling Liang (梁传玲)	Education and Scientific Research
1913	Liting Chen(陈立廷)	Economics and Finance
1917	Tingyu Zhang (张廷玉)	Education and Scientific Research
1920	Lingxuan Kong (孔令烜)	Industry and Transport

<sup>125</sup> Office of President of National Tsinghua University, 清华同学录[The Alumni Roster of Tsinghua] (Beijing, China: Office of President of National Tsinghua University, 1937), 1-238.

<sup>126</sup> Ibid.

1920	Tingxiu Du(杜庭修)	Education and Scientific Research
1921	Changeng Gao (高长庚)	Education and Scientific Research
1921	Zhu'an Ma (马祝安)	Military
1921	Maolan Duan(段茂澜)	Politics and Social Service
1922	Chengmo Sun (孙承谟)	Industry and Transport
1922	Chongxi Gao (高崇熙)	Education and Scientific Research
1922	Dingshu Wang (汪鼎叔)	Politics and Social Service
1923	Wenqi Xin (辛文琦)	Industry and Transport
1923	Maohan Duan (段茂瀚)	Industry and Transport
1923	Guohua Sun (孙国华)	Education and Scientific Research
1923	Chuanzhang Zhou (周传璋)	Not clear
1924	Jin Xiao (萧津)	Industry and Transport
1925	Ren Zhang (张任)	Education and Scientific Research
1925	Jixiang Ding (丁济详)	Economics and Finance
1925	Shouchang Cao (曹寿昌)	Politics and Social Service
1926	Jiamei Hu (胡家枚)	Military
1926	Guozhen Bi (毕国箴)	Education and Scientific Research
1926	Jiaju You (尤家驹)	Politics and Social Service
1926	Zi'an Zhou (周自安)	Politics and Social Service
1926	Chuan Liu (刘椽)	Education and Scientific Research
1926	Rui Zhang (张锐)	Politics and Social Service
1926	Mingfang Cai (蔡名芳)	Education and Scientific Research

1927	Xiwu Cao (曹希武)	Not clear
1927	Zhenying Xu (许振英)	Education and Scientific Research
1928	Huiwen Zhang (张汇文)	Education and Scientific Research
1928	Xiwen Cao (曹希文)	Not clear
1929	Chongxin Zhong (仲崇信)	Education and Scientific Research
1929	Cheng'e Sun (孙承谔)	Education and Scientific Research

## 6.2. Chinese Higher Education and Shandong Students

In the early period of 20th century, the higher education was backward in China. In 1909, China only had 3 national universities, 24 provincial universities and 101 colleges.<sup>127</sup> Most of these institutions of higher learning kept traditional Chinese education system instead of modern education. In addition, most of these colleges and universities had subjects of arts, few had science and engineering disciplines. So none of them can be regarded as a real multi-disciplinary comprehensive university. And because of the lack of teachers, many universities employed foreigners. Mission schools were also common at that time. In a word, the Chinese higher education was in its embryo stages. This situation changed when more and more ABISP students returned to China and threw themselves into higher education.

As mentioned above, there were 17 Shandong students devoted themselves to the education. It is worth noting that some students were not divided into the education field in Table 13 because their major careers were in other fields, but they had engaged in the

<sup>127</sup> Yutong(予同) Zhou(周), 中国现代教育史[The History of Modern Education in China] (Shanghai, China: The Young Companion, 1934), 223-224.

education-related work for a period of time. For example, Fuyun Zhang, whose most well-known achievement was that China regained the right of tariff autonomy when he was the Director of General Administration of Customs in 1930. He also served as the president of Beijing Jiaotong University from 1922 to 1925.<sup>128</sup> So the actual number of Shandong students who had engaged in the education field is higher than 17.

Table 14 Shandong ABISP Students Who Taught in Higher Education Institutions<sup>129</sup>

Name	University
Changping Wang	Peking University, University of Nanking, Hebei University, Cheeloo University (齐鲁大学),, College of Yale-in-China (雅礼大学), Hunan First Normal University (湖南第一师范)
Chongde Gao	Tsinghua University, National Jiaotong University
Yixuan Shi	National Jiaotong University, Beiping Taxation School
Xuwu Sun	Nankai University
Jiding Sun	Nankai University, Tsinghua University
Fuyun Zhang	Peking University, Beijing Jiaotong University
Maode Lu	Peking University, Tsinghua University, Beijing Normal University, Yenching University (燕京大学)
Chuanling Liang	Tsinghua University, Cheeloo University, Peiyang University (北洋大学)

<sup>128</sup> “张福运（中国法学家）\_百度百科[Fuyun Zhang (Chinese Jurist)],” accessed August 15, 2019, <https://baike.baidu.com/item/%E5%BC%A0%E7%A6%8F%E8%BF%90/10493060?fr=aladdin>.

<sup>129</sup> Office of President of National Tsinghua University, 清华同学录[The Alumni Roster of Tsinghua] (Beijing, China: Office of President of National Tsinghua University, 1937).

Changgeng Gao	Nankai University
Maolan Duan	Nankai University, Soochow University (苏州大学)
Chongxi Gao	Tsinghua University, Peking University
Tingyu Zhang	Yingshi University (英士大学)
Guohua Sun	Tsinghua University, Peking University, Beijing Normal University, Northeastern University
Ren Zhang	Tsinghua University
Mingfang Cai	Nankai University, Chongqing University
Guozhen Bi	Nankai University
Chuan Liu	Xiamen University, Shandong University
Zhenying Xu	Henan University, Tsinghua University, Peking University
Chongxin Cai	Beijing Normal University, Sichuan University, Tongji University, Zhejiang University, Cheeloo University, Nanjing University
Cheng'e Sun	Peking University

As showed in Table 14, it is worth noting that most Shandong students didn't work in Shandong, but mainly in these three universities: 8 in Tsinghua University, 7 in Peking University and 6 in Nankai University.

### 6.3. Contributions of Shandong Students

Because of the varied contributions of Shandong ABISP students to higher education, we'll sort out and demonstrate their contributions by "key words".



**The firsts.** As mentioned above, before the ABISP, Chinese higher education was immature. Therefore, the roles of ABISP students were explorers, pioneers, and initiators of departments, majors, laboratories, institutes, and universities in Chinese higher education.

1. The first Chinese student who received doctor degree from American universities, Changping Wang. Wang was also the first Shandong ABISP student. He went to study educational psychology at University of Michigan and graduated in 1914. He had taught in many universities and schools, such as Peking University, University of Nanking, Hebei University, Cheeloo University, College of Yale-in-China, Hunan First Normal University. He was Mao Zedong's teacher when he taught in Hunan First Normal University.<sup>130</sup>

2. The first Chinese student who studied in Harvard Law School, Fuyun Zhang. Zhang received his bachelor degree of law in 1917. Then he returned to China and taught international law in Peking University.<sup>131</sup>

3. The first scholar who proposed the name of “Jiaguwen” (甲骨文), Maode Lu. Lu went to America in 1911 and received his bachelor degree of education at the University of Wisconsin and master degree of politics at the Ohio State University. He returned to China in 1914 and was employed as the history professor in Tsinghua School in 1922. In 1926, Tsinghua School planned to establish Tsinghua University. Lu actively participated in the establishment of department of history and was appointed as the first dean of it. In 1923, Lu first proposed the name of “Jiaguwen” in his article *The History and Value of Oracle Bone Inscriptions*.<sup>132</sup> In addition, his book *History of Philosophy of Zhou and Qin Dynasties* (《周

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<sup>130</sup> Yaoxi(耀曦) Li(李), “首批庚款留美博士——济南人王长平[The First Batch of Doctors Studying in America: Changping Wang from Jinan],” *Chunqiu Bimonthly*, no. 2 (2012): 9.

<sup>131</sup> “张福运 (中国法学家)\_百度百科[Fuyun Zhang (Chinese Jurist)],” accessed August 15, 2019, <https://baike.baidu.com/item/%E5%BC%A0%E7%A6%8F%E8%BF%90/10493060?fr=aladdin>.

<sup>132</sup> Maode(懋德) Lu(陆), “甲骨文之历史及其价值[The History and Value of Oracle Bone Inscriptions],” *Tsinghua Weekly*,

秦哲学史》) was one of the most important books in Chinese history of philosophy and challenged Shi Hu's(胡适) philosophy system. He also criticized Jiegang Gu's (顾颉刚) historiography view which helped develop the modern Chinese historiography.<sup>133</sup>

4. The first department of animal husbandry and the first animal nutrition laboratory founded by Zhenying Xu. Xu was the master in zootechnics, taught in both Tsinghua University and Peking University. He went to America in 1927 and studied in agricultural college of University of Wisconsin. After receiving the master degree in 1931, he worked for one year in a ranch in the western America. Then he returned to China in 1933 and taught in Henan University from 1933 to 1935. He established the first Department of Animal Husbandry there. He taught in the Agriculture College of Tsinghua University from 1947 to 1948. Then he was appointed as the dean of Agriculture College of Peking University. He was also the founder of the first animal nutrition laboratory. He was awarded many times for his contributions to his field.<sup>134</sup>

**Foundations.** Shandong ABISP students were also founders of some programs, departments, institutes, and universities.

1. Maode Lu, one of the founders of Department of History at Tsinghua University. As mentioned above, Mao participated in the establishment of Department of History at Tsinghua University.<sup>135</sup>

2. Chongxi Gao, one of the founders of Department of Chemistry at Tsinghua University.

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no. 299 (December 21, 1923): 12 - 14.

<sup>133</sup> Jingqun(敬群) Wei(魏), “从济南走出的史学家陆懋德[Maode Lu, A Historian from Jinan],” accessed August 14, 2019, <http://www.tsinghua.org.cn/publish/alumni/4000359/10068186.html>.

<sup>134</sup> Zongyong(宗勇) Jiang(蒋), “许振英教授生平 [Biography of Zhengying Xu],” Journal of Northeast Agricultural University, 1993.

<sup>135</sup> Jingqun(敬群) Wei(魏), “从济南走出的史学家陆懋德[Maode Lu, A Historian from Jinan],” accessed August 14, 2019, <http://www.tsinghua.org.cn/publish/alumni/4000359/10068186.html>.

Gao went to study chemistry in University of Wisconsin in 1922 and obtained doctor degree in 1926. He taught inorganic chemistry in Tsinghua University after he returned to China in 1926. Two years later, he was appointed as the dean of the Department of Chemistry. He invited many famous chemists to teach in Tsinghua, such as Zigao Zhang (张子高), Bentie Sa (萨本铁), Ziqing Huang (黄子卿). He also designed a chemical laboratory for the university. As a pioneer of chemistry, he had great achievements in the industrial production of chemical agent. As a researcher, he published more than 30 important articles in the chemistry field. As an educator, he cultivated many famous chemists and leaders in this field. Unfortunately, he committed suicide when he was only 51 years old. The famous chemist Ying Fu (傅鹰) evaluated Gao: “The death of Mr. Gao means that we lost the leader in the field of inorganic chemistry.”<sup>136</sup>

3. Guohua Sun, one of the founders of the Department of Psychology at Tsinghua University. Sun graduated from Tsinghua School in 1923. He majored in psychology and received his doctoral degree at Ohio State University. He returned to China in 1928 and founded the Department of Psychology at Tsinghua University. He served as the dean from 1930 and trained many famous psychologists in Chinese history.<sup>137</sup>

4. Xuewu Sun, one of the founders of College of Science at Nankai University. Xuewu Sun graduated from Tsinghua School in 1911 and received his doctoral degree of chemistry from Harvard University. Because of his excellent grades, he stayed as teaching assistant at Harvard after graduation. In 1919, he was invited by Boling Zhang, the president of Nankai

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<sup>136</sup> Qisheng(其盛) He(何), “高崇熙[Gao Chong Xi],” in 清华人物志[Biography of Qinghua Characters], 3 (Beijing, China: Tsinghua University Press, 1995), 136 – 40.

<sup>137</sup> Chang(畅) Liu(刘), “孙国华对我国心理学科兴建和发展的贡献[Guohua Sun’ s Contribution to the Construction and Development of Psychology in China],” Lantai World, no. 2014 – 13 (n.d.): 105 – 6.

University to help found the College of Science. Then Sun was appointed as the dean of the Department of Chemistry. After two years' educational work, Sun focused on the Development of Chemical Industry. He worked with the famous chemist Debang Hou (侯德榜), who is also an ABISP student, and dedicated his rest life to the chemical industry. He was regarded as the "Saint in modern chemical industry".<sup>138</sup>

5. Tingxiu Du, one of the founders of the Shanghai Conservatory of Music. Du was a music and physical education professor. In the 1940s, Du served as Director of the Physical Education Department at the Republic of China Military Academy.<sup>139</sup>

6. Zhenying Xu, as mentioned above, was the founder of the first Department of Animal Husbandry at Henan University.<sup>140</sup>

**Presidents, deans or chairs.** Twelve Shandong ABISP students worked as presidents, deans or chairs for educational organizations.

Table 15 Presidents, Deans or Chairs<sup>141</sup>

Name	Title and Organization
Fuyun Zhang	President of Beijing Jiaotong University
Yixuan Shi	Dean of Beiping Railway Management College at National Jiaotong University, Registrar of Beiping Taxation School

<sup>138</sup> Hongliang(洪亮) Gao(高) and Xiaohong(小红) Yan(闫), " '近代化工界的圣人' 孙学悟 Saint in Modern Chemical Industry: Xuewu Sun," *Chunqiu Bimonthly*, no. 04 (2013): 46.

<sup>139</sup> Renlin(仁霖) Huang(黄), 蒋介石特勤总管回忆录 [Memoirs of Chiang Kai-Shek' s Secret Service Supervisor] (Beijing, China: Unity Press, 2006), 106.

<sup>140</sup> Zongyong(宗勇) Jiang(蒋), "许振英教授生平 [Biography of Zhengying Xu]," *Journal of Northeast Agricultural University*, 1993.

<sup>141</sup> Office of President of National Tsinghua University, 清华同学录[The Alumni Roster of Tsinghua] (Beijing, China: Office of President of National Tsinghua University, 1937).

Xuewu Sun	Chair of Department of Chemistry at Nankai University
Jiding Sun	Principal of Shandong First Middle School
Maode Lu	Chair of Department of History at Tsinghua University, Chair of Department of History at Beijing Normal University
Chuanling Liang	Chair of Department of Chemistry at Cheeloo University (齐鲁大学), Chair of Department of Chemistry at Peiyang University (北洋大学), Principal of Cuiying Middle School (翠英中学)
Chongxi Gao	Chair of Department of Chemistry at Tsinghua University
Guohua Sun	Chair of Department of Psychology at Tsinghua University
Ren Zhang	Chair of Department of Hydraulic Engineering at Tsinghua University
Chuan Liu	Chair of Department of Chemistry at Xiamen University (厦门大学), Dean of College of Science at Xiamen University
Zhenying Xu	Chair of Department of Agronomy at Tsinghua University, Chair of Department of Animal Husbandry at Northeast Agricultural College (东北农学院)
Cheng'e Sun	Chair of Department of Chemistry at Peking University

Generally, nearly half of Shandong ABISP students engaged in higher education jobs and made great achievements as showed above to Chinese higher education.

## **Chapter 7: Conclusion**

In 1908, the American government agreed to remit the reparations from the Boxer Indemnity to support Chinese higher education. The remitted money was mainly used in two ways: establishing Tsinghua University and supporting the American Boxer Indemnity Scholarship Program (ABISP)

In 1911, Tsinghua School was officially founded by the Bureau of Educational Mission to the United States of America for training ABISP students before they went studying abroad. In addition to the first three years' students (1909-1911), ABISP students must pass the entrance examinations of middle school or high school to enter Tsinghua School. After entering Tsinghua School, students should study hard to ensure they were not dropped out. If they successfully graduated from Tsinghua, they went to study in the United States. Most of the graduates could directly study in the second or third grade in American universities due to the American preparatory education in Tsinghua School.

More than half of ABISP students majored in practical disciplines, such as science, engineering and agriculture. The same as other ABISP students, more than a half of Shandong students studied engineering, science and business majors in the US. University of Wisconsin enrolled most Shandong students. Nearly 90 percent of ABISP students can obtain degree and successfully graduated in the US. Shandong students' proportion of degree obtained is similar as the whole ABISP group. Most of them returned to China after graduation and worked in education field.

Through tracing the Boxer Indemnity, researching Tsinghua, and tracking 42 Shandong ABISP students one by one, this thesis intends to provide descriptive data for the influences

of Shandong ABISP students on Chinese higher education. Under the auspices of ABISP, most Shandong ABISP students received degrees from American universities and returned to China after graduation. Half of the returning Shandong students had worked in higher education. But most of them didn't work in Shandong. The three of the best universities, Tsinghua University, Peking University and Nankai University, were the most frequent destinations. Among these educators, some did some creative works and played the roles of pioneers in the Chinese higher education. Some were the founders of departments and colleges. They trained many outstanding talents for the country. They made great achievements to Chinese higher education.

As mentioned in the Literature Review section, because of shortage of historical materials, this study cannot trace all Shandong students careers and contributions to Chinese higher education. It is also hard for the researcher to provide a comprehensive and deep quantitative data for readers. On the other hand, because of the shortage of time and the limitation of the researcher's knowledge, this study selects Shandong ABISP students as a case study. For the further research, the researcher suggests that other researchers could provide a much more comprehensive view on the American Boxer Indemnity Reparations Remissions and the American Boxer Indemnity Scholarship Program and analyzes the relationships between ABISP and Chinese modern society, or expand this topic on more aspects, such as the cultural influence of ABISP to both China and America instead of educational topic.

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