A Meng Li Creation
And a Startalk Project

THEMATIC UNIT DESIGN

GLOBALIZATION

CHINESE STUDENTS IN THE UNITED STATES IN THE 19TH CENTURY

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**Unit Design Description:**

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<tr>
<th>Theme Category / Unit Theme</th>
<th>全球化/十九世纪的中国留美幼童</th>
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</thead>
<tbody>
<tr>
<td>Language</td>
<td>中文</td>
</tr>
<tr>
<td>Time Frame</td>
<td>中学高级(AP Level)课程。每节课 50 分钟，预计以 10 节课完成此单元的教学、练习和评估。</td>
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<table>
<thead>
<tr>
<th>Unit Objectives</th>
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1. **Communication**
   1.1 Interpretive tasks
   - Students will be able to comprehend the various kinds of texts, video clips, and other materials prepared for this unit.
   1.2 Interpersonal tasks
   - Students will be able to offer suggestions to each other based on their own studying-abroad experiences.
   - Students will be able to share their opinions about Yung Wing, the 19th-Century China Education Mission, and the contemporary studying-abroad culture.
   1.3 Presentational tasks
   - Students will be able to introduce, describe, and comment on Yung Wing, the basic history of the 19th-Century China Education Mission, the general studying-abroad culture of the past as well as of present, data and graphs to Chinese-speaking audiences.

2. **Culture**
   - Students will gain some understanding of what the Chinese thought of America in the 19th Century, and vice versa.
   - Student can learn to speak some contemporary Chinese vernaculars.

3. **Comparisons**
   - In terms of geographical locations, students can compare the 19th-Century China and the U.S.
   - In terms of time, students can compare the studying-abroad experiences in the 19th Century and today. → globalization

4. **Connections**
   - History: 19th-Century history of China and New England
   - Social sciences: the social systems and cultures of China and the U.S.
   - Computer science: students will have to collect data from the
<table>
<thead>
<tr>
<th>Section</th>
<th>Content</th>
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<tbody>
<tr>
<td>Art: students may design exhibition boards or posters at the end of this unit’s construction.</td>
<td>Art: students may design exhibition boards or posters at the end of this unit’s construction.</td>
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<tr>
<td>5. Communities</td>
<td>Students will be able to introduce Yung Wing and the 19th-Century China Education Mission to others.</td>
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<td></td>
<td>Students will be able to offer suggestions to Chinese students about their potential studying-abroad experiences.</td>
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<td></td>
<td>(Perhaps, since this activity holds higher-level requirements, students can convene in a “conference” to share the different experiences and significance of Chinese students who studied in France, the Soviet Union, the United States from the late 19th Century till today.)</td>
</tr>
<tr>
<td>Recommended Contexts</td>
<td>Texts:</td>
</tr>
<tr>
<td></td>
<td>- 课文《容闳的成就》（黎蒙改编）</td>
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<tr>
<td></td>
<td>- 留美幼童书信一篇（黎蒙整理并编写）</td>
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<tr>
<td></td>
<td>- 留美幼童日记两篇（黎蒙整理并编写，作为学生阅读内容）</td>
</tr>
<tr>
<td></td>
<td>- 对话《阿华哥的留学建议》（黎蒙编写）</td>
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<tr>
<td></td>
<td>Video:</td>
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<tr>
<td></td>
<td>- Documentary 《留美幼童——中国最早的官派留学生》</td>
</tr>
<tr>
<td></td>
<td>Pictures (some will be collected from the students):</td>
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<tr>
<td></td>
<td>- 19th Century photographs from different geographical regions</td>
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<tr>
<td></td>
<td>- Pictures of 19th Century clothing, ships, etc.</td>
</tr>
<tr>
<td></td>
<td>Maps:</td>
</tr>
<tr>
<td></td>
<td>- Maps of late 19th-Century China and America</td>
</tr>
<tr>
<td></td>
<td>Statistics and graphs:</td>
</tr>
<tr>
<td></td>
<td>- 2003–2005 中国留学生人数统计</td>
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<tr>
<td></td>
<td>- 1978 与 2007 年在中国的留学生人数对比</td>
</tr>
<tr>
<td></td>
<td>- 2008 年资料统计: 中国留学生去得最多的国家</td>
</tr>
<tr>
<td>Pre-Assessment</td>
<td>Data collection: teacher assigns the students into different groups and asks each group to collect historical pictures and other materials from 19th-Century China and the U.S.</td>
</tr>
<tr>
<td>Formative</td>
<td>Q&amp;A: what do students’ know now that they did not know before this</td>
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<tr>
<td>Assessment</td>
<td>unit about the Chinese students in the U.S. in the 19th Century?</td>
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<td></td>
<td>Role play: students can act out the dialogue and incorporate their own suggestions to each other about going abroad.</td>
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<td></td>
<td>Writing assignment 1: students will choose a graph that we have covered in class and write down their description of it, using less than 50 characters.</td>
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<td>Test: frequent oral or written quizzes.</td>
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<tr>
<td>End-of-Unit Assessment</td>
<td>Writing assignment 2 and presentation: students will model Text 1 to introduce a notable person related to the 19th-Century China Education Mission (they can consult the teacher about their choice of a person), using about 200 characters, and deliver a 3-minute presentation in class.</td>
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<tr>
<td></td>
<td>Test: an end-of-the-unit assessment test.</td>
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</tbody>
</table>

(These instructions will be elaborated later in the lesson plans.)
Recommended Texts and Teaching Strategies
教学文字材料及其教学运用策略:

课文《容闳的成就》:

容闳 1828 年出生于广东香山。7 岁那年,他的父母把他送到澳门一所外语学校读书,希望他能够好好学外语，将来成为一名翻译。容闳 14 岁的时候跟随学校搬到香港上学,18 岁那年,跟随他的老师布朗先生来到美国。1854 年，容闳 毕业于耶鲁大学，成为第一个在美国大学毕业的中国人。

容闳的经历说明他是一个自信、有勇气的人。他的自信和勇气也跟随了他一生。无论容闳遇到多大的困难，他都快乐、自信地面对困难。比如说，在美国上学的时候，容闳常常要在大雪里走路上、下学。要知道，从小在中国南方长大的容闳，从来没有经历校过新英格兰寒冷的冬天。然而，容闳不仅不害怕，而且十分开心地每天走路上、下学，身体也越来越好。

容闳最大的成就是他促成了清朝末期的“留美幼童”计划。这项计划是容闳多年以来的梦想，也是他一生最关心的事业。经过容闳的长期努力，从 1872 年到 1881 年，清政府一共送了 120 名中国幼童来到美国学习西方的科学和文化。虽然后来留美幼童计划提前结束了，但是很多留美幼童在回到中国以后取得了伟大的成就。他们有的后来成为了清朝末期的重要官员、外交官、海军军官，有的成为了后来中华民国的总理、省长，有的成为了中国第一位铁路工程师、电报工程师、矿业工程师等等。留美幼童的经历可以说是是中国历史上的一个传奇。要知道，容闳在耶鲁上大学的时候，就告诉同学说，他希望更多的中国人能够有机会来美国学习，然后帮助中国成为一个强大、开放的国家。因为容闳有这样伟大的梦想，并能够为了实现自己的梦想而不停地努力，所以容闳是一个很有成就的人。

——黎蒙改编自白彬菊《容闳的远见与智慧》
(http://news.ifeng.com/phoenixtv/729328355358408704/20050307/514729.shtml)

[Teaching strategies 课文处理方式]:

1、课前预习作业：通过各种方式，了解容闳生平。
2、课堂上，老师以提问的方式过课文，检测学生对课文的理解。学生要能总结出课文中涉及的时间、地点、人物、事件等基本信息。
3、老师针对课文中的重要词汇、语法点加以讲解，提供充分具体的其他情境操练新的词汇和语法。
4、教学重点：如何介绍一个人？
   a. 课文的结构清晰：首先介绍生平，其次介绍性格特点，最后介绍这个人最大的一项成就。
   b. 有关的词语、句型适用面很广。
5. 教学重点评量：学生能够按照课文的结构介绍一个和留美幼童相关的人物。
   a. 例如曾国藩、李鸿章、唐绍仪、梁诚、梁启超等等。
   b. 学生在课下做调查之后，能写一篇200字左右的短文，然后在同学面前做一个3分钟的口头报告。

6. 课文引申：学生可以深入调查课文中涉及的某一人物或事件。
   a. 可参考背景文章《留美幼童的生活点滴》在课堂上让同学们对该历史现象有根完整的认识。
   b. 可参考背景文章《留美幼童的故事点滴》在课堂上让同学们对该历史现象有根完整的认识。

背景文章《留美幼童的故事点滴》：

留美幼童在美国学习的时候，全部住在新英格兰地区的美国人家里，有美国的爸爸妈妈和兄弟姐妹。他们学习努力，成绩优秀，不仅把数学、科学学得很好，英文、体育也常常让他们的美国同学佩服。在新英格兰地区，留美幼童的优秀改变了很多美国人对中国的看法。

然而，几年以后，留美幼童的一些做法让清政府不满意了。这些幼童变得喜欢穿西式衣服，与美国的女孩子约会，参加美国的体育活动，有的甚至剪掉了辫子，开始信奉基督教。于是，1881年，清政府决定提前中止“留美幼童”计划，要求全部学生立即回国。

——黎蒙改编自CCTV纪录片《留美幼童——中国最早的官派留学生》

[Using strategies 文章处理方式]

教师可以利用这篇文章提供的信息，引导学生猜想19世纪的留美幼童在美国的生活方式是什么样的？留美幼童计划为什么提前结束了（结合《容闳的成就》所一句带过的内容）？学生们对清政府和留美幼童之间的分歧有什么看法？

[留美幼童日记一]：

1872年3月15日 星期五 天气多云

今天是我在中国的最后一天。早上，我最后一次向母亲告别，我跪在她面前，向她磕了四个头。母亲表现出很高兴的样子，但是我看在泪水在她的眼睛里转。她给了我一些零花钱，告诉我听老师的话，做个好孩子，还要记得给家里写信。

母亲的爱，在任何时候、任何地方都是最伟大的。

——黎蒙改编自李恩富的回忆，参见CCTV纪录片《留美幼童——中国最早的官派留学生》

[Reading comprehension questions 阅读问题]：

1. What kinds of writing is this? 这是什么文章？
2. When was it written? 这是什么时候写的？
3. Who wrote this? 这是谁写的？
4. What impression do you have about the author? 你对作者的印象怎么样？
5. Why does the author call his mother “mu qin” rather than “ma ma”? 为什么在日记里，作者不说“妈妈”而说“母亲”?
6. What do you think of the author’s mother? 你觉得作者的母亲是个什么样的人?
7. In one sentence, please conclude the essay’s main point. 请用一句话概括这篇文章的大意。

[留美幼童日记二]:

1872年9月22日 星期日 天气晴

今天我见到了我在美国的妈妈。她看上去非常友好，一见到我，就把我拉进怀里，还吻我。其他的男孩看见了，都哈哈大笑，我也有点儿不好意思，因为那是我出生以来得到的第一个吻。妈妈的家在山上，有八、九间房屋，四周没有邻居，只有一大片果园，依山傍水，风景秀丽。我觉得我的运气真好。

——黎蒙改编自留美幼童李恩富、祁祖彝的回忆，参见CCTV纪录片《留美幼童——中国最早的官派留学生》

[Reading comprehension questions 阅读问题]:

1. What kind of writing is this? 这是什么文章?
2. When was it written? 这是什么时候写的？
3. Who wrote this? 这是谁写的？
4. Why did the other boys laugh? 为什么其他的男孩哈哈大笑？
5. Can you guess how old the author was when he first met his American mom? 你认为作者第一次见到他的美国妈妈的时候，他多大了？
6. What is the author’s attitude in this writing? 作者在这篇文章中的态度是什么样的？

[留美幼童书信]:

凯蒂:

你好！

上个星期我去了尼加拉瓜大瀑布，那瀑布真得很壮观，我玩得很开心。这个星期我会在加州旅游，大部分的时间会呆在加州北部。我真得很高兴能够来到这么多的地方看到这么多的风景，这里的一切都和东方不一样。
下个星期我就要坐船回中国了。回去以后，我会给你寄一些中国的礼物，希望你会喜欢。

凯蒂，我想问你一件事：我们分手以后，你会给我写信吗？我真得很高兴能够在美国认识你，多么希望将来还可以再次相聚！

此致
敬礼

薛有福
1881年9月1日

——黎蒙改编自薛有福的书信，参见高宗鲁先生搜集整理的《中国留美幼童书信集》

[Teaching strategies 教学处理方法]：

1、教学重点：书信的格式
   a. 称呼与最初的问候语要顶格、单占一行。
   b. 书信末尾的问候语也有其格式的特殊要求。
   c. 落款在右下角，日期在落款的下方。

2、对文章内容的理解：
   a. 这是谁给谁写的信？
   b. 你觉得他们两个人的关系是什么样的？
   c. 请举例说出作者上个星期、这个星期、和下个星期都在做什么？
   d. 作者两次说他很高兴，都是为了什么？
   e. 作者问了凯蒂一个什么问题？问什么要问？
   f. 你觉得作者和凯蒂会再次相聚吗？

3、引申：1881年发生了什么，使得作者离开美国？

对话《阿华哥的留学建议》：

小明：阿华哥！昨天才听阿姨说你留学回来了，我早就等不及要见你呢！

阿华：小明！我也等不及要见你呢，咱俩两年没见面了吧！对了，我听说你很快也要去美国上大学？

小明：是啊，这不是，我正想问问你有什么留学的建议给我吗？

阿华：不敢当不敢当，不过，经验，我倒是有一点儿。比如说，我觉得，留学生不应该把自己限制在学校里面，而应该在你生活的城市多走走、多看看。无论你去艺术馆、教堂、商店、还是菜市场，都是很好的经历。

小明：好建议！不过，上学的时候，你会有时间去玩吗？
阿华：有。美国学生虽然学习刻苦，但是到了周末都很爱玩。他们很喜欢办晚会。在晚会上，大家可以喝喝酒、聊聊天，一起放松，挺有意思的。

小明：好。你的建议真有用！

——黎蒙编写，参考了中国之音资讯网《在留学生活中应当做的几件事》
(http://news.chinavoc.cn/SA/Files/200901/48657.html)

[Teaching Strategies 教学策略]：

1、请学生指出阿华给了小明几点建议，都是什么建议？
2、请学生找出对话中口头化的说法。
3、学生们同意阿华的说法吗？
4、学生们有没有什么关于出国的建议？
5、评量：学生们把这个对话表演出来，可以用他们自己的建议来替代原文中的建议。
### Sample Outline of Unit Lessons:

<table>
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<tr>
<th>(each class = 50 min)</th>
<th>What is the major focus and activities of each lesson for this unit?</th>
</tr>
</thead>
</table>
| **Lesson 1**         | Before the class, the teacher assigns the students into different groups and asks each group to collect historical pictures and other materials from 19th-Century China and the U.S.  
Teacher introduces the students to the unit theme. Possible teaching strategies include TPRS, images, cultural stereotypes guessing game, interactive map studies, etc.  
Listening comprehension: excerpts from the documentary 《留美幼童》.  
Assignment: students do individual research on 容闳. |
| **Lesson 2**         | Quiz (verbal Q&A): “trivial”-style questions drawn from the previous lesson.  
Students share their findings on 容闳.  
Study the text 《容闳的成就》, with an emphasis on reading comprehension.  
Assignment: homework about《容闳的成就》. |
| **Lesson 3**         | Quiz: about the text 《容闳的成就》.  
Continue to study the text 《容闳的成就》, with an emphasis on new vocabulary and how the text can be used as a model for introducing a person.  
Assignment: students will each research a notable person (the teacher can offer suggestions) related to the 19th Century China Education Mission, write a 200-character essay, and deliver a class presentation. Assignment will be due in Lesson 6. |
| **Lesson 4**         | Quiz: about the text 《容闳的成就》.  
Listening and reading comprehension: 留美幼童日记一、日记二. |
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<th>Lesson 5</th>
<th>Assignment about the two diaries.</th>
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<td>Quiz: about the two diaries.</td>
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<tr>
<td></td>
<td>Study the text 《留美幼童书信》，be sure to clarify about the letter format.</td>
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<td></td>
<td>Assignment: about 《留美幼童书信》.</td>
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<table>
<thead>
<tr>
<th>Lesson 6</th>
<th>The 200-character essay is due.</th>
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<td></td>
<td>Quiz: about the text 《留美幼童书信》.</td>
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<tr>
<td></td>
<td>Study the dialogue 《阿华哥的留学建议》.</td>
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<tr>
<td></td>
<td>Assignment: about the dialogue 《阿华哥的留学建议》.</td>
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<thead>
<tr>
<th>Lesson 7</th>
<th>Quiz: about the dialogue 《阿华哥的留学建议》.</th>
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<tr>
<td></td>
<td>Ask students to give each other suggestions about going abroad and act out the dialogue with their own suggestions.</td>
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<td></td>
<td>Describe statistics and graphs (introducing vocab and expressions that suit this purpose):</td>
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<td></td>
<td>- 2003~2005 中国留学生人数统计</td>
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<td>- 1978 与 2007 年在中国的留学生人数对比</td>
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<td></td>
<td>- 2008 年资料统计：中国留学生去得最多的国家</td>
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<tr>
<td></td>
<td>Assignment: choose one graph and describe it with less than 50 characters, due the next day.</td>
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<table>
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<tr>
<th>Lesson 8</th>
<th>The less-than-50-character graph description is due.</th>
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<td></td>
<td>Review key vocabulary and grammar from this thematic unit.</td>
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<td>Feedback about writing assignment 1.</td>
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<td>Assignment: students prepare for their presentation about the notable person whom they have researched and written about in writing assignment 1.</td>
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<p>| Lesson 9 | Quiz: about the reviewing materials. |</p>
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<th><strong>Lesson 10</strong></th>
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<td><strong>Students’ presentation, based on their writing assignment 1.</strong></td>
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PPT Handout:

Theme/Language/Time Frame
- 全球化/十九世纪的中国留美幼童
- 中文
- 中学高级（AP Level）课程，每节课50分钟，预计以10节课完成此单元的教学、练习和评估。

Unit Objectives (SC Principle)
- Communication
  - Interpretive tasks
    - Students will be able to comprehend the various kinds of texts, video clips, and other materials prepared for this unit.
  - Interpersonal tasks
    - Students will be able to offer suggestions to each other based on their own studying-abroad experiences.
    - Students will be able to share their opinions about Yung Wing, the 19th-Century China Education Mission, and the contemporary studying-abroad culture.
Communication

Presentational tasks:
- Students will be able to introduce, describe, and comment on Yung Wing, the basic history of the 19th-Century China Education Mission, the general studying-abroad culture of the past as well as of present, data and graphs to Chinese-speaking audiences.

Culture

- Students will gain some understanding of what the Chinese thought of America in the 19th Century, and vice versa.
- Students can learn to speak some contemporary Chinese vernaculars.

Comparisons

- In terms of geographical locations, students can compare the 19th-Century China and the U.S.
- In terms of time, students can compare the studying abroad experiences in the 19th Century and today. ➔ globalization.

Connections

- History:
  - 19th-Century history of China and New England
- Social studies:
  - the social systems and cultures of China and the U.S.
- Computer science:
  - students will have to collect data from the Internet.
- Mathematics:
  - mathematical graphs.

Communities

- Students will be able to introduce Yung Wing and the 19th Century China Education Mission to others.
- Students will be able to offer suggestions to Chinese students about their potential studying abroad experiences.

Communities

- Perhaps, since this activity holds higher-level requirements, students can convene in a "conference" to share the different experiences and significance of Chinese students who studied in France, the Soviet Union, the United States from the late 19th Century till today.
Pictures

- 20th Century photographs from different geographical regions
- Pictures of 19th Century clothing, ships, etc.

[Some of the pictures will be collected from students]

Maps

- Maps of late 19th Century China and America, especially those of Connecticut and Massachusetts

Graphs

- 2003-2005 Chinese student enrollment
- 1978-2007 in China's student enrollment comparison
- 2008 enrollment statistics; countries with the most students
Example: 节选《容闳的成就》

容闳于1829年出生于广东香山，7岁离家，
他的父母把他送到澳门一所教堂学校读书，
希望他出去学习科学，将来成为一名医生。
……

一如容闳所言，他是一个自信、勇敢的人。
他的智慧和勇气让他成为了他一生的座右铭。
……

此后，容闳最大的!成就就是他领导了中国
末期的“自强运动”计划。这项计划是容闳
多年以来的梦想。他一生最主要的成
就。……

——摘录改编自《容闳自述与信件》

Example: 文课处理方式

- 课前预习作业：通过各种方式，了解容
  宏生平。
- 课堂上，老师以提问的方式对课文，检
  测学生对课文的理解。学生要熟读出
  课文中的说明，也是他一生最关心的重
  点。

Example: 文课处理方式（续）

- 教学重点：如何介绍一个人?
  - 课文前的查阅研究，首先介绍生平，其次介绍
    学术成就，并道出个人最大的一项成就，
    - 有关的语词、句意要语意明了。

- 教学重点：教授学生能够运用课文的结
  构介绍一个和新美幼童相关的人物。
    - 如王闯、李进、李维汉、陈望、董拔、吴启
      章等。
    - 学生在课下查阅之后，编写一篇200字左
      右的短文，然后在同学面前做一个3分钟的
      口头报告。

Video

- Documentary《新美幼童——中国最早的
  国际留学生》
- Example: http://www.youtube.com/watch?v=MT5JP0L
  66&feature=related
Pictures

- 20th-Century photographs from different geographical regions
- Pictures of 19th Century clothing, ships, etc.

[Some of the pictures will be collected from students]

Maps

- Maps of late 19th-Century China and America, especially those of Connecticut and Massachusetts

Graphs

- 2003-2005 Chinese student人数统计
- 1978与2007年在中国的留学生人数对比
- 2008年资料统计，中国留学生去得最多的国家
Pre-Assessment

- Data collection:
  - Teacher assigns the students into different groups and asks each group to collect historical pictures and other materials from 19th Century China and the U.S.

Formative Assessment

- Q&A:
  - What do students know now that they did not know before this unit about the Chinese students in the U.S. in the 19th Century?
- Role play:
  - Students act out the dialogue and incorporate their own suggestions to each other about going abroad.

Formative Assessment

- Writing assignment 1:
  - Students will choose a graphic that we have covered in class and write down their description of it, with less than 50 characters.
- Test:
  - Frequent oral or written quizzes.

End-of-Unit Assessment

- Writing assignment 2 and presentation:
  - Students will model Text 1 to introduce a notable person related to the 19th Century China and Education. (The teacher can provide a list of possible people and students can provide a character using about 200 characters and deliver a 3-minute presentation in class.
- Test:
  - An end-of-the-unit assessment test.
Annotated Bibliography:

1. 白彬菊《容闳的远见与智慧》
   (http://news.ifeng.com/phoenixtv/72932835358408704/20050307/514729.shtml)

我今天的任务是讲述容闳的生平和成就。当然，我们在耶鲁纪念容闳是因为他来过耶鲁，他有智慧选择耶鲁。但除此之外，我们还有其他理由。还是学生时，他就两次获得英语作文奖。1854年毕业时，他成了第一个获得北美学士学位的中国人。后来，他向耶鲁图书馆赠送了价值连城的中国书籍，包括《经史》、《四书》和《康熙辞典》。图书馆有一个专门的容闳藏书，这些宝贵的经典构成了我们今天举世闻名的东亚课题研究的核心。然而，我想补充的是，容闳当初除了想把这些书摆上书架之外，还坚持让耶鲁聘用一位中国课题教授。在敦促校方决策的一封信里，他写到：“一旦聘用中国教授之事成为定局，我将极为欣慰并愿随时将我的书籍送至学院。我希望耶鲁不会拖延太久，否则不排除哈佛捷足先登的可能性。”如他所愿，塞缪尔·威尔斯·威廉姆斯在1877年被任命为北美大学的第一位中国课题教授，随即，容闳捐赠的书籍很快被运到了耶鲁学院图书馆。

容闳对于他在美国所接受的教育—首先在春田附近的孟松学院，然后是耶鲁—是如此开心，以至于20年后，他说服了清政府派遣120名幼童到美国接受教育，主要是科学和技术学科领域的教育。这就是1872到1881年的“大清幼童出洋肄业局”。

容闳的“大清幼童出洋肄业局”思想以及他雄辩的说服力产生了诸多深远的影响。这项“国际生活实验”的另一项成果，就是幼童曾经在美国生活过的家庭被邀请到了中国。例如，在1909到1910年，有两位美国姐妹在天津一个中国家庭度过了一年，这个中国家庭的儿子多年前曾住过他们家。回到中国的小男孩们进入各个行业，其中包括外交(12.5%)、铁路(22%)、电报交通(12.5%)、治矿(4%)以及中国军队(17%)。

正如我在前面说到的，我们赞赏容闳当初选择耶鲁的眼光。赞赏他，我们其实就是在赞赏我们自己以及这所大学曾经对他的教育。我们确实有人相信，他后来的行动显示，正是我们赋予了他远见与智慧。

但是，我今天还想问的问题是：我们不是同时也在赞赏他在中国的成长环境吗？毫无疑问，容闳在抵达美国和耶鲁前，就已经是一个出色的人。我用两件事来加以说明：

容闳的家在离澳门4英里远的南屏镇。7岁时，他的父母把他带到澳门，到一所由葛兹拉芙夫人开办的学校读书。在那里，他学了三年的英语和其他科目。后来，学校关闭了，小男孩只好回到村里。看来他命中注定只能永远做一个农民了。然而，葛兹拉芙夫人离开澳门前，告诉另一位外国传教士：如果有另一所学校开学，一定要设法到南屏去找到容闳，把他带回来继续上学。刚好，几年后，莫里逊学校开学，容闳被找到并被带了回来。葛兹拉芙夫人早就注意到了这个男孩意志坚强、个性突出、充满自信、学习刻苦和具有敢于冒险的精神，这些特性后来都成为这个男孩一生的精神支柱。这些素质可能是在耶鲁培养出来的，但它们在这个男孩离开南屏的时候就已经显露出来。
另一件事情发生在香港。当容闳的老师塞缪尔·罗宾斯·布朗告诉学生他要回美国了，想带几个学生去美国，他问谁愿意去。容闳在他的自传里写道：“我第一个站起来说愿意。”又是自信、勇气和敢于冒险的精神令这个孩子还在亚洲的时候就已经与众不同！

我惊叹容闳的冒险精神、尝试新事物的勇气，以及他善于利用自己的自立、创造力和乐观的天性抓住机会的能力。他敢于忽略自己所熟悉的家庭、朋友、饮食习惯和语言障碍而进入一个完全陌生的天地。

今天下午，在我们新英格兰凛冽的寒冬里，来自南中国曾经孕育过容闳的珠海的贵宾们，现在正经历着容闳曾描述过的他所经历的新英格兰冬天的严寒。他写道：“每天，我们要踏着三英尺厚的积雪，在可怕的严冬里步行三次到学校（这是他还在孟松学校时写的）；这让我们获得大量的锻炼、良好的食欲以及强健的体魄。”这是容闳的真实写照：他总是在逆境中看到曙光并在逆境中奋起。大雪并没能吓倒他，而是让他因为有机会锻炼、增进食欲、增强体魄而充满快乐。

今天，我希望我们远道而来的贵宾们同样有这样的乐观主义精神。因为我担心，在你们逗留期间，可能还会经历大量的风雪。感谢你们带来的精美的铜像，并祝你们后面的旅途一路顺风！


3. 中国之音资讯网《在留学生活中应当做的几件事》（http://news.chinavoc.cn/SA/Files/200901/48657.html）
大家出国留学，学习是主要的，本科四年，硕士两年，博士五年的时光，虽说不短，但是一晃也就过去了，很多学生忙忙碌碌，到了留学生涯结束，突然除了学习以外，对所在的城市和所在国家并没有特别深入的认识和了解，在离开的时候，觉得很伤感和遗憾。从我个人角度来说，我认为留学是一个全方位的体验，应当多走出书本，了解一个社会，这才是真正有意义的事情。所以，我根据我的经验，来总结一下留学生活中应当做的几件事。

一、非常熟悉所在的城市
在一个学校留学，绝对不能把自己就限制在学校里面，否则这种生活就太单调了。应当在几年的时间里面在整个城市都转遍，例如城市里面的名胜古迹，商业中心，娱乐中心，自然景观都应当是非常熟悉的。这一方面能够增强自己对这个城市的归属感，另外一方面也能找到和当地人交流的很多共同点。否则对外边的世界非常不了解，是很可怕的。

我在加拿大学习的时候，虽然学习很忙，但是我每周都会去蒙特利尔的一个地方去看看，无论是艺术馆，还是大教堂，都是一个很好的增进对城市和社会了解的过程，而且和同学在交流的时候有很多能够共鸣的内容，觉得特别好的。有的学生，整个两年就把自己封闭在学习的小圈子里面，不要说一个城市，甚至是一个区都不了解，那这样就太遗憾了，留学生活实在是太局限了。

二、参加一些自己喜欢的社团
我觉得留学生活虽然很忙，但是参与一些有意义的社团活动是很有必要的。无论是体育俱乐部还是文艺表演，或者是社区活动等，都特别的好。很多学校或者项目都组织学生参加这类的活动，为的就是促进同学之间的关系，提高学生对周边社会的一些认同。实话来说，大多数中国学生不是很热衷参加这样的活动的，因为兴趣所在不在这上面，而且觉得比较耽误时间。其实我觉得，参加社团活动的好处很多，认识各种各样的人就是一个最大的优势，不是说认识人这些人就会在未来帮助你，但是至少是有这个可能性的。而且认识人多了，交流也会增多，对自己的语言能力也是一个促进。大家去留学之后应当尝试参加一下社团活动。

三、背包去环游留学的国家
这其实是每个留学生的梦，但是也并不是所有学生都能实现的。我虽然在加拿大留学，但是也没有环游过加拿大。在 2001 年毕业的时候，我实现了自己的一个小小的梦想，就是背着包，坐的长途车，从蒙特利尔一路往南，到了美国得克萨斯的达拉斯，一路上边停边玩了很多城市，例如布法罗，罗切斯特，雪城，纽约，华盛顿，纳什维尔，达拉斯等等，觉得那一个月过的是非常的快乐，极大的开阔了视野，经历丰富了许多。我强烈建议留学生应当找个暑假来把所在国都好好旅游一遍，这对自己的经历提高太有帮助了。

在美国和加拿大的留学生在暑假分成两类，一类是绝对会在美国和加拿大呆着不回来，因为夏天是这两个国家最好的时候，正在尽兴旅行。而另一类是一定要回国的。其实对于后一类学生，我觉得如果能晚回来一两个月，好好在当地旅行，这是一个很不错的选择。

四、多参与公司举办的招聘宣传会
大家留学的目的就是去找一份好的工作。绝大多数人在经历了几年的学习生活后都希望在本地留下来一段时间，找到一份比较好的工作。事实上留学生的生活是比较单一的，找工作的渠道比较有限，大部分都是依靠校园的力量，所以公司的招聘宣传会是一定要多去参加的。不要等到找工作的时候再去参加，要等到了学校，有机会就去参加。参加这类的招聘宣传会，不代表你就能进入开宣传会的公司了，而是你有机会通过宣传会对整个行业有一个了解，例如花旗银行的招聘会，你可以借此了解花旗银行，更可以看看在当地银行业招人的一个情况。
与此类似，参加一个 IBM 的招聘会，整个 IT 行业所需要人的情况你就大致了解了。所以多参加招聘会，是一个非常好的，迅速了解行业对人力资源需求的机会。学生应当多去参与，这样对未来工作的期待会变得更现实。

五、多参加同学的聚会

欧美人最喜欢的就是 Party，可以说是如痴如醉。一般周末大家都在酒吧舞厅里面畅饮跳舞。我觉得我们应当适当参与这样的活动，因为这是当地人的一种生活方式，而且大家在喝点酒之后，彼此关系会走的很近，话也会说多，很容易就产生不错的友谊。如果你再大方点，给别人买一杯啤酒，那么在酒桌上成为朋友的可能性是非常大的。我们到了外国，对外国的生活方式可以不喜欢，但是绝对是不能排斥，不参加。

很多男同学说欧美人身体很强壮，精力也很充沛，自己在 Party 的时候跟不上他们，发现他们对 Party 比对学习执著多了。不过我觉得多参加就好了，英语中有一句话叫”work hard, play hard”，我们不 play hard 几次怎么能知道这里面的含义呢？

以上这五件事，虽然都和学习没特别大的关系，但是是我觉得我们留学生活中确实应当做的，而且是很有意义的内容。这也是我的一个经验性的想法，写出来，供大家参考吧。

4. Documentary 《留美幼童》

Useful Excerpts – annotated by Li Meng

《留美幼童——中国最早的官派留学生》第一集 1.wmv (http://www.youtube.com/watch?v=qhr1W5Ofl6E&feature=related)

a. Introduction to the documentary series: 0:00-0:40
b. Introduction to the story: 0:57-2:55
c. Yung Wing moves to Hong Kong with his school ~ volunteers to go with Minister Brown to America: 9:30-10:35

《留美幼童——中国最早的官派留学生》第一集 2.wmv (http://www.youtube.com/watch?v=vA1BoEednRM&feature=related)

d. Beatrice Bartlett’s narration about Yung Wing’s first experiences in America (in English): 0:39-1:02
e. Beatrice Bartlett narrates about Yung Wing’s financial problem about attending Yale: 2:06-2:34
f. Yale comes to the picture, and Beatrice Bartlett narrates about Yung Wing’s achievement at Yale: 2:52-3:45
g. Yung Wing talks about his ambition at Yale: 4:25-4:37
h. Yung Wing is Yale’s pride (a line from the Visitor’s Center), Yung Wing had to wait for his dream to become true 18 years after graduating from Yale: 5:45-6:32

《留美幼童——中国最早的官派留学生》第一集 3.wmv (http://www.youtube.com/watch?v=7ZBB2Jx4GmY&feature=related)
i. When the Plan started, and Lee Yan Phou’s memoir about it: 9:43-10:58

《留美幼童——中国最早的官派留学生》第一集 4.wmv (http://www.youtube.com/watch?v=YoY5NPoiFDQ&feature=related)
j. Selection criteria for the kids (利用这段内容让学生精选选拔条件，但是不用放录像): 1:39-2:18
k. Lee Yan Phou’s grandson narrates (in English): 2:53-3:32
l. Guangdong’s legacy: 5:57-6:27
m. Lee Yan Phou recalling saying goodbye to his mother, and name rolls of the first 30 kids (学生应该能够看出这些幼童的家乡和年龄): 9:44-10:57

《留美幼童——中国最早的官派留学生》第二集 1.wmv (http://www.youtube.com/watch?v=Rxas0Vkp7hY&NR=1)

n. Rong Shangqian recalls the sea journey experience, and how fast the kids adjusted to the changes (改变一下文字，供教师叙事用): 1:53-3:29
o. Why did China send kids to the U.S., rather than some other powers? The Americans welcomed the kids – why? (教师启发)
p. When the kids came off board at San Francisco, lots of spectators gathered them. NY Times reported that Chinese ladies and gentleman had arrived – apparently, they were not sure of the kids' gender, since all of them had big braids. (教师启发)
q. Lee Yan Phou recalls first getting to America, surprised by the high-rise buildings, gas, water, car horns, elevators, and most of all the train (later Zhan Tianyou): 6:09-6:59
r. John Stiggs comments on the boys’ fast-learning character: 7:50-8:20
s. Stories from the early days of the transcontinental railway: Indians shooting wild beasts, deers and bulls collide with the train, Jesse James, etc. (学生可以做这方面的资料收集)
t. Encountering Jesse James: 9:28-10:00
u. Map of the train journey, and getting into Springfield, MA: 10:40-10:57

《留美幼童——中国最早的官派留学生》第二集 2.wmv (http://www.youtube.com/watch?v=nCLp4Ro7b9w&feature=related)

v. Lee Yan Phou meets his Mistress Mrs. Wale, Rong Kui’s grandson recalls Mrs. Wale: 1:33-2:45
w. Gardner recalls the four Chinese boys who stayed in his house: 3:24-3:50
x. Susan Pennybeck recalls the well-being of those host families: 3:50-4:28
y. David Bartlett, Yung Wing’s host, hosted four more boys this time, and they all became successful later in China’s history (picture turning): 4:29-5:20
z. John Stiggs comments on Americans’ tolerance of foreigners in the 19th Century, Beatrice Bartlett comments on Americans’ curiosity of the Chinese delegates, Gardner comments on the Chinese kids’ brightness (all in English): 5:20-6:50

aa. Lee Yan Phou recalls learning English in his host family: 6:53-7:07
bb. What did the Connecticut Education Director Northorp remind teachers about the Chinese students? (教师启发) 7:11-7:32
cc. John Stiggs comments on New England’s excellent education resources (in English): 8:57-9:33
dd. Connecticut Historical Society: 9:49-10:45
ee. Francis Hoxin narrates on the CHS’s findings about local newspapers’ reports on the Chinese kids: 0:10-0:48

ff. What did local newspapers report about the Chinese Education Mission? Health conditions, the Chinese New Year, etc. (教师启发)

gg. Long, Long Ago, four lines, with Chinese subtitles: 3:40-4:06

hh. Mrs. Carrington’s diaries about Tan Yaoxun: 4:46-6:05

i. Chinese boys graduate from primary language schools, Liang Dunyan’s graduation poem for his friend, with pictures and calligraphy (可以让学生自己翻译梁敦彦的这首小诗 “I am a pretty Little Kitten; My name is Fabby Gray; I live out in the country; Home twenty miles away; My eyes are black and hazel; My fur is soft as silk; I am fed each night and morning; With a saucer full of milk. Your friend, Liang Tun Yen, Hartford Feb 16th 1874”): 9:05-10:22

jj. 1878 Philadelphia World Exhibition – who attended? President Hugh Grant, Brazilian President Padro. How many countries were present? 37, including Qing. How many people were there? 160,000. What significance did this exhibition hold for Americans? They did not want to be seen by Europeans as their derivative or step-child anymore. (教师启发)

kk. Li Gui asked the kids questions at the World Expo. What did they like the most at the Expo? Did they miss home? What they could not do? Cutting of their braids or going to the church. (教师启发)

II. President Grant held a reception for the Chinese students. What did the local newspaper report about the kids? (教师启发)

mm. Hartford’s prosperity in the post-Civil War 19th Century

nn. Mark Twain became friends with the Chinese delegation: 1:38-1:58

oo. The Chinese boys were better off in Hartford (narration in English): 3:02-3:14

pp. Robert Williams narrates about Chinese boys’ achievement in the Hartford Public School: 4:20-5:15 (7:05)

qq. Chinese students’ achievement in New England middle/high schools, local newspaper’s report on the successful experiemnt of the China Education Mission: 8:07-9:05

rr. William Lyon Phelps’ memoir about his Chinese schoolmates: 9:07-10:47

ss. William Lyon Phelps’ memoir about his Chinese schoolmates (continues), Beatrice Bartlett narrates about the charms of the Chinese boys: 0:00-1:40
tt. Hartford public school speech contest. What did the Chinese students talk about?

Russian-Turkish War by Liang Dunyan. Opium problem by Cai Shaoji. (教师启发)

uu. What subjects did the Qing government think that the students should learn in the U.S.? Law, mining, navy, telegram, etc. What subjects they thought that the students should not learn in the U.S.? Religion, medicine. (教师启发)

vv. 20 Chinese students attended Yale, and Beatrice Bartlett narrates: 9:57-10:58

《留美幼童——中国最早的官派留学生》第三集 3.wmv

ww. Zhong Wenyao headed the Yale rowing team, Beatrice Bartlett narrates, Williams Phelps’ memoir: 1:41-2:10, 2:30-4:16


yy. In the 8th year of the China Education Mission, Qing dispatched a new superintendent, Woo Tsze Tun / Wu Zideng, for the students. Why? What did the new superintendent say before he even took his position? What was the students’ response? Lee Yan Phou and Rong Kui’s memoir. And how did Wu Zideng respond? A new regulation for the kids. (教师启发)

《留美幼童——中国最早的官派留学生》第三集 4.wmv

zz. Rong Kui’s grandson recalls that the Chinese students started to hold grudges for the new rules of the Education Mission (in English): 0:00-0:37

aaa. What do YOU think about this conflict?

bbb. Rong Kui’s grandson recalls about Rong Kui’s acquaintance with Christianity (in English): 1:47-2:39

ccc. Rong Kui’s grandson recalls about Rong Kui’s jumping off the train at Springfield (in English): 3:20-3:46

ddd. Yung Wing asked Minister Twightett for help, Twightett asked college presidents for support, Yale president Porter wrote in reply: 6:19-7:55

eee. Yung Wing tried to seek help from President Grant through Mark Twain. Why? Because Grant had some good contact with Li Hongzhang: 8:20-9:00

fff. Yung Wing and Twightett went to New York to seek Grant’s signature on their letter to Li Hongzhang, and met very warm support (narrated in English): 9:32-10:15

《留美幼童——中国最早的官派留学生》第四集 1.wmv

ggg. Anti-Chinese sentiments in the 1870s and 1880s. (教师启发)

hhh. The 1882 Chinese Exclusion Act (narrated in English): 1:24-1:55

iii. The plan was withdrawn – what happened to the Chinese students? Some died, some stayed on their own, 94 were taken back: 3:32-4:12

jjj. Mrs. Mary Bartlett wrote to Wu Yangzeng’s mother with warm applause of Wu’s characters (narrated in English): 4:48-5:50

kkk. Huang Kaijia wrote back to Mrs. Bartlett about his reverse cultural shock once coming back to China – do you think it was possible? Why? What kind of awkward
experiences you think would happen to them in China? Do you think they would miss the U.S.? What do you think they would miss about the U.S.?

III. NY Times July 21, 1881: “The educational scheme which the Chinese Government has been trying in this country for ten years has been, from our point of view, very successful. Under it about one hundred selected Chinese youths are now placed in colleges and preparatory schools, about one-half that number being already in collegiate course. It is estimated that the annual cost of this educational mission has been about one hundred thousand dollars, which is not a very large sum to be paid out...[the students have learned something about the telegraph technology, yet the Qing government would not allow one inch of telewire to be installed.]... It is a rude and emphatic denial of the enthusiastic assertions that China had entered upon the pathway of progress pursued by other nations, and that there is for her no turning back. China cannot borrow our learning, our science, and our material forms of industry without importing with them the virus of political rebellion. Therefore, she will have none of these things.”

《留美幼童——中国最早的官派留学生》第四集 2.wmv
(http://www.youtube.com/watch?v=NbKF0S32ZEm4&feature=related)

mmm. Although many students did not finish their studies in the U.S., Li Hongzhang used them well.

nnn. 洋务事业：开平煤矿、京张铁路、第一条电报线

ooo. Involvement in the earliest telegraph enterprise: 3:20-3:29

ppp. Letters from Xue Youfu, Huang Kaijia to their American families: 4:15-4:40

qqq. Chinese baseball team beat San Francisco baseball team upon their departure from the States, many later joined the earliest Chinese Navy: 4:40-5:08

rrr. Xue Youfu’s first letter to Kitty: 5:52-6:20,

sss. 福州船政学校（黄季良，黄仲良）

《留美幼童——中国最早的官派留学生》第四集 3.wmv
(http://www.youtube.com/watch?v=sEWY70jR-T4&feature=related)

ttt. Xue Youfu’s second letter to Kitty: 0:34:1:10

uuu. Mrs. Carrington’s diaries recording Tan Yaoxun’s last days in her house, people remembering Tan in the local cemetery: 2:59-3:50

vvv. Compare Japan delegation with China delegation to Western countries in the late 19th Century. Japan sent 5 women, one of them was Zhan Tianyou’s classmate. Meiji Reform’s emphasis on education: 10 years, literacy increased from 16% to 96%.


《留美幼童——中国最早的官派留学生》第四集 4.wmv
(http://www.youtube.com/watch?v=OyI0sq0rlwc&feature=related)

xxx. Mrs. Bartlett wrote to Wu Yangzeng (narrated in English): (0:10) 00:00-0:15

yyy. They retained American habits: 0:20-0:37

zzz. 黄海海战、甲午战争
aaaa. Chaos at the end of 19th Century in China.
bbbb. *Li Hongzhang* – a lifetime of controversy.

《留美幼童——中国最早的官派留学生》第五集 1.wmv
(http://www.youtube.com/watch?v=aqlzYp3RUIE&feature=related)

cccc. 1903, *Liang Qichao* met Yung Wing in Hartford, both in exile.
dddd. Yung Wing recalled the darkest years of his life: 1:01-1:18 (his sons’ pictures appear at around 1:30)
eeee. Yung Wing’s achievement in his old days, supporting Wu Xu Reform, meeting Sun Yat-sen, etc.

ffff. In 1904, Qing sent 5 officials to investigate constitutional ruling in the West.
gggg. Tianjin, 广东会馆, built in 1907, major donors included 唐绍仪、梁敦彦、梁如浩、蔡绍基、周寿臣

hhhh. *Yuan Shikai* initiated the New Politics in Tianjin, using lots of American students.

iii. 废除科举、给留学归国学生授予功名

《留美幼童——中国最早的官派留学生》第五集 2.wmv
(http://www.youtube.com/watch?v=HiW4QvjgZ5g&feature=related)

jjjj. Chinese students in Japan: 13 in 1896, 60 in 1899, 600 in 1902, 13000 in 1904, 1300 in 1906, 17860 in 1907.

kkkk. Now Man ethnic students are also encouraged to study abroad. They would travel with servants.

llll. Tsinghua students traveled to America in 1909, tracing the same routes as their forecomers 40 years before: 1:50-2:19


nnnn. New England is proud of its hostees: 5:23-6:02

oooo. Gardner received Tang Shaoyi in 1907 and the friendship between the families throughout the century (part in English): 6:53-8:55

pppp. *But, however great aptitude Tang Shaoyi had for diplomacy, a diplomat of a falling country had little power to wield in the international game.*

《留美幼童——中国最早的官派留学生》第五集 3.wmv (http://www.youtube.com/watch?v=eg44_0H0bU&feature=related)

qqqq. 1919 Shanghai, 千岁图, *they were being outpaced by the new generation:* 1:14-2:36

rrrr. Dr. Thomas E LaFargue interviewed the remaining Chinese kids in Shanghai in 1940 (in English): 3:12-4:04

ssss. Dr. LaFargue later published *China’s First Hundred* (the first book about the China Educaiton Mission), dedicated “to all that great band of ‘retuned students’ who have tried to bridge the gap between China and the western world”: 4:05-4:27
But 1942 nobody paid attention to this book, because people had quite enough to worry about at that time.

1972, scholar 高宗鲁 from New London rekindled people’s interest in the China Education Mission. – What happened between China and the U.S. in 1972?

Gao Zonglu narrated that it was easy for him to search for documents in New England: 5:57-6:10

The romance of Yung Kwai and his Local Bride, Yung Kwai’s evaluation of the China Education Mission in his old days (part in English): 7:22-8:32

Zhong Wenyao’s American ancestors recalled their grandfather (in English): 9:19-9:57

Yung Wing’s ambition made at Yale: 7:28-7:56

The legacy: 7:56-8:33

Ending scroll of historical timeline, with names appearing in the old-fashioned version: 8:50-10:46

5. The achievements of the Chinese students

a. 吴仰增: Columbia, mining, 开平矿务局
b. 欧阳庚: Yale Sheffield Engineering School, 1884 The Chinese Consulate in San Francisco, 后随梁诚再次来美，终身服务于外交界，先后任中国驻旧金山山副总领事、驻温哥华领事、驻巴拿马总领事、驻雅加达总领事、驻英国公使馆一等秘书
c. 唐绍仪: Columbia, 驻朝外交官，袁世凯幕府，任津海关道，1904 钦差全权大臣赴印度同英国人谈判西藏问题（成功组织了英国吞并西藏的企图），1905 第一次新式考试主考官，1906 会办税务大臣（赫德的好运到了尽头），1907 大清国赴美专使兼考察财政大臣，1911 赴上海进行南北和谈（终于剪了辫子），民国副总理任了三个月以后应为无法与袁世凯共事而选择了辞职，任家乡广东中山县县长，抗日战争时期在上海住所遭暗杀。
d. 梁如浩: 驻朝外交官，袁世凯幕府，任津海关道，他的儿子取了唐绍仪的女儿。
e. 蔡绍基: 驻朝外交官，袁世凯幕府，任津海关道，天津北洋大学首任校长（帮办→总办）
f. 梁敦彦: baseball 神投手，张之洞幕僚，晚清外务部尚书，袁世凯幕僚，任津海关道，中国欧美同学会首任会长，溥仪结婚伴郎
g. 周寿臣: 香港出生, Columbia with Tang Shaoyi, 袁世凯幕僚，晚年香港太平绅士“寿伯”，被英女王封为爵士，今天香港的“寿臣山”以他命名。
h. 梁诚: 1887 随张夫妇赴美，1902 成为驻美公使，1904 促成美国退还庚子一千多万美元建立清华留美预备学校（留美幼童后第一次留学的再兴起）
i. 容揆: 1881 滞留美国后毕业于 Yale，梁诚随员，1909 迎接清华第一批学生赴美，毕生为中国驻美公使馆工作，《The Romance of Yung Kwai and his Local Bride》(married his high school sweetheart Mary in 1894, 10 years after they graduated from high school, Mary was 7 years Rong Kui’s junior).
j. 钟文耀：Yale rowing captain, 梁诚随员，先后在华盛顿、马德里、马尼拉做外交官，沪宁铁路和沪杭铁路的总办，对新事物满怀热情（自行车、照相机、上海滩最早的汽车拥有者之一），四代耶鲁毕业生，Yale “钟文耀纪念奖学金”

k. 苏锐钊：Rassaile Institute of Technology, 梁诚随员

l. 陆永泉：Yale，梁诚随员

m. 李恩富：Yale, 1st Prize in English Contest, 语言天赋，1887 graduated from Yale, got his When I was a Boy in China published by Northrop, Boston (the first book published by Asian in the U.S.) as well as married an American woman. 回到耶鲁. He wrote the famous article The Chinese Must Stay. He fought against the Chinese Exclusion Act, even sacrificing his wife and children. 1897 再婚 (his first son from this marriage graduated from Annapolis Navy School, which rejected Chinese students in Lee’s youth time; his second son graduated from Yale). 毕生供职于美国新闻界，1927 孤身一人回到香港供职于一份英文报纸，1938 最后一次和他的美国朋友联系，不久在香港辞世。

n. 吴敬荣：Rassaile Institute of Technology, 广甲舰舰长，开着军舰给皇室送荔枝，到达天津时甲午海战爆发了。

o. 宋文朔：MIT, 广甲舰帮带大副

p. 沈寿昌：济远舰帮带大副，甲午海战牺牲第一人，阵亡时 30 岁

q. 陈金揆：Philips Academy, MA, 定远舰帮带大副，与邓世昌同时牺牲

r. 黄祖莲：甲午海战牺牲

s. 黄开甲：Yale, 盛宣怀秘书，戊戌变法时应容闳之邀翻译美国的银行法，1904 St. Louis World Expo 中国馆副馆长赴美

t. 容星桥：介绍容闳和孙中山认识，唯一一位反清的留美学生

u. 曹嘉祥：镇远舰枪炮大副，后被袁世凯启用，任天津巡警道，是中国新式警察的创办人之一。

v. 蔡廷干 Tsai Ting Gan: “火爆唐人”，甲午战争曾被日军俘虏，后被袁世凯启用，溥仪结婚伴郎，还在美国出版了《唐诗英韵 (Chinese Poems in English Rhyme)》

w. 詹天佑：1905 第一次新式考试副考官（主考官唐绍仪，另一位副考官严复（福州船政学堂、留学英国）），1905 京张铁路会办兼总工程师

x. 唐国安：清华留美预备学校学堂监督，清华学校校长

y. 温秉忠：Wooster Institute of Technology，两江总督端方的幕僚，清政府二品官员，宋氏三姐妹的姨父，1907 带宋庆龄宋美龄到美国留学

z. 张康仁：Yale, Columbia Law School, 留美幼童中唯一的律师

aa. 邝荣光：矿业工程师，1862-1965

bb. 黄仲良：外交官、铁路官员

c. 邓士聪：海军军官

dd. 陈巨镛：病逝于海军

ee. 容尚谦：海军舰长

ff. 陈大器：教师

gg. 何廷梁：军医
hh. 刘家照：政府官员
ii. 曹吉福：律师
jj. 钟进成：供职于外国领馆
kk. 谭耀勋：早年病逝于美国
ll. 罗国瑞：铁路工程师
mm. 史锦镛：商人
nn. 黄季良：阵亡于中法海战
oo. 薛有福：阵亡于中法海战
pp. 杨兆楠：阵亡于中法海战
qq. 等等……

6. Part of the English scripts of the documentary《留美幼童》

The boy students lived two or three together in American families. They quickly adapted themselves to the American way of life. The Chinese Educational Mission not only required the local families to ensure their time to study Chinese everyday, but asked the students to assemble every three months in the Mission building to honor their Confucian obligations by studying ‘The Five Classics’, including ‘The Book of Poetry’, ‘The Book of History’, ‘The Book of Rites’, ‘The Book of Changes’, etc.

The Selection Rules stated that on the special days of the Chinese lunar calendar, the two commissioners should convene the students, and preach the royal orders and official mandate to ensure that they grow into obedient subjects of the Qing emperor. They must pay homage to royalty and respect their superiors. These tenets should preserve the young students from the mental corruption of heresy.

The American magazine Harper’s Weekly published a caricature in 1875 on the Chinese students’ regular study in the Chinese Educational Mission. The Chinese teacher was depicted as reproaching his students, while holding a newspaper on which was written ‘Freedom’. Apparently freedom is what the Qing government strove to curb among the students. What their Chinese studies fostered was like this: a boy student—Huang Xuangui, who, when in America, wrote a poem:

Ten years spent in academy, proof undenied,
True riches and honor in study reside
As of turtle surfacing from a thousand overlapping waves
and osmanthus blooming to perfume a ten thousand miles
Or of the dragon revealing talons in the billowy depth
and the phoenix soaring beyond the heaven ninth
Thrive I shall in the imperial exam
Straight to bolster and pillar the state

The boy students recalled when in China they never worried about their appearance. But now in America they were reluctant to go out and hated being followed by a crowd of neighborhood kids calling them ‘Chinese girls’. At first the insulting confrontation ended in bruises on both sides. But over time, embarrassment won out, and the boys quietly traded their long Chinese
gowns for western clothes. Since the American schools had physical education lessons never seen in a Chinese curriculum, the long gown proved to be a great bother. Hence the Chinese Educational Mission officials gave tacit agreement. But the queue, which defined their identity as subjects of the Great Qing Empire, must not be touched.

These boys from an ancient empire wearing long queues down their backs surprised New England even more when they overcame the language barrier in slightly more than one year. Now they had graduated from the grammar schools and were ready to enter high schools.

These are some of the students’ yearbooks kept in the Connecticut Historical Society, written in the spring of 1874, only one year after the first group of students arrived in America.

The old newspapers recorded how the Chinese students soon prevailed in class, and how their academic excellence was balanced by their versatility. The graduation wishes they left for other students were often written in both English and Chinese, with both pen and brushes, and often illustrated.

This is from Liang Dunyan, one of the first delegations of young Chinese students in America.

I am a pretty Little Kitten
My name is Fabby Gray
I live out in the country
Home twenty miles away
My eyes are black and hazel
My fur is soft as silk
I am fed each night and morning
With a saucer full of milk
- Your friend, Liang Tun Yen, Hartford Feb 16th 1874

At the time this poem was written, Liang Dunyan had only been in America one year and five months.

One year after arriving in America the first group of students entered high school one by one.

Founded in 1804, the Monson Academy was known throughout New England. Rong Hong once studied here and after his time a dozen Chinese students were accepted into the academy. Decades ago, Monson Academy was destroyed by a fire with only this bell left. In 1971, Monson Academy merged with the nearby Wilbraham School, becoming today’s Wilbraham and Monson Academy.

The Monson School records from that time were nearly all burnt. But when Ms. Gray opened the door of the archives room for us, we felt we were touching the history of 100 years ago. The Monson archives unexpectedly held a photo of Shi Jinyong, unscathed by several fire accidents. He was in the first detachment, coming from Xiangshan, Guangdong and arriving in America at the age of 15.

Ms. Gray produced two notebooks with the signatures of Chinese students. On one page we spotted Shi Jinyong’s name. This is the message Shi Jinyong left his fellow students on October,
29th, 1875. In the middle there was a pencil drawing of Angels around the Bible, beside it a Chinese poem of the Tang Dynasty written with a brush.

In some unsorted files we found Shi Jinyong again. This time on a name card, on which was printed ‘S.C.Shin / Canton China.’ There was also an English letter written by Shi, addressed to a fellow student called Jennie, and dated October 5th, 1876. He told Jennie he planned to enter Sheffield Scientific School at Yale in a year’s time.

The evidence we found in Monson aroused our interest in Shi Jinyong. But we could not find any trace of him either at Yale University mentioned in his letter or in any other university with records of Chinese students’ attendance. Not until we looked through the unpublished correspondence of Li Hongzhang at Fudan University, Shanghai, was the mystery unraveled.

‘Shi Jinyong and three other students were called back. When Shi arrived there, he had cut off his queue and adopted western dress, which upset the government. We sent students abroad to cultivate talents for the country. People like Shi Jinyong who were so readily westernized wasted our previous efforts and posed threats for the future.’

In 1877, Shi Jinyong and another three Chinese students were recalled before their term was up because they were seen as over-westernized.

Despite such minor setbacks, the whole project was going forward smoothly. History had presented the best opportunity to the Qing government with their overseas education plan. More than 100 years ago, as the world was swept by the fierce competition of the Industrial Revolution, the young Chinese students were delivered into the center of the arena.

Philadelphia was the first capital of the United States and here the Declaration of Independence was signed. In 1876, the 100th anniversary of the United States, the first world exposition in U.S. history was held here. This Centennial Exhibition was of great significance to the United States, for the young republic was eager to demonstrate its evolution from an agrarian Arcadia to a new industrial power.

The Qing Empire was one of the 37 participating countries in the Centennial Exhibition. Led by the Connecticut Educational Commission, the young Chinese students were also there and were received by the President of the United States.

On May 10th 1876 the exhibition was inaugurated. 160,000 people were present despite a driving rain. General Grant, the President of the U.S. and Don Pedro, the Emperor of Brazil, co-hosted the opening ceremony.

A Chinese visitor of the exhibition exclaimed that the world today had turned into one gigantic machinery factory. He was Li Gui, a customs official from China’s central coast. He came to the Centennial Exhibition as one of a delegation sent by the Qing Government. After he returned China, he wrote and published a book, New Records of Travels Around the World, telling of his experiences at the exposition and his journeys to other countries.

At the Centennial Exhibition, Li Gui not only witnessed the biggest Corliss Centennial Steam Engine, but water pumps, dredgers, sewing machines, looms, typewriters, fountain pens, slide projectors, post offices, machine-manufactured paper and the famous Krupp guns from
Germany, They also viewed the Statue of Liberty, then still in the form of one arm only—a gift from France to the United States. And heralding a new epoch indeed were exhibited Thomas Edison's newly invented electric light and Alexander Graham Bell’s telephone.

China occupied its own space in the Centennial’s general exhibition hall. In the front was a grand gateway carrying the title of ‘Great Qing Empire.’ In a rich assortment of archaic cabinets were displayed silk, ivory carvings, china, Chinese calligraphy and paintings. For those who were completely new to Asian civilization, the exquisite art and artifacts from the ancient oriental empire were especially enchanting.

Inspired by this eye-opening experience at the exposition, Li Gui reflected on the machine revolution and wrote ‘since ancient times in China machine-making techniques were libeled as diabolic tricks, which would only lead to wily scheming. But how wily would it be if the scheming were applied to benefiting the country and the people? 

At the Centennial, Li Gui ran into the Chinese students who had come to visit. He never thought that his country was so far-sighted to have sent so many young students to the very frontline of industrial development. Li Gui recorded: ‘I saw the boy students walking around in the exhibition hall, unrestrained in speech and movement. Their attire and bearing were in the western fashion, yet over their western coat they wore a Chinese gown.’

Li Gui chose a few older students to ask what they perceived to be the benefit of the exposition. They answered ‘the assembly of international goods for public display enriched their knowledge. The advanced technology of new machinery encouraged the imitation. And the expo could promote friendship among countries. The benefits were great.’ Then Li asked what they liked most. They said ‘the foreign printing technology and the Chinese carved ivory’. ‘But don’t you miss home?’ ‘We do, but that doesn’t help at all. All we can do now is concentrate on our studies. We will return home sooner or later.’ ‘Why are you wearing foreigners’ clothes?’ The kids responded: ‘It is really inconvenient sometimes to wear our own clothes. Our rule is that we must not cut off our queues and must not enter churches.’

Here at the Centennial Exhibition the Connecticut Educational Commission displayed to the world the English essays written by the young Chinese students as their pedagogical outcome. When the students arrived in Philadelphia, President of the United States, Ulysses Grant was at the exposition as well. When informed, he arranged to meet the Chinese students.

On August 25th 1876, Philadelphia Inquirer reported that President Grant staged a welcoming ceremony for the young Chinese students, in which he shook hands with every one of them. The newspaper lauded the boys as being of intelligent mentality and sedate demeanor.

Deeply impressed with what he saw in the young Chinese students at the Centennial, Li Gui wrote down ‘the outcome of western education is well beyond our estimation.’

The year 1876 marked a moment of great change in the world. The boy students were brought to the epicenter of the upheaval. They were to grow up in the boom time of the steam engine. At the expo of 1876, they appeared in their traditional Chinese apparel worn over their western clothes. When years later, they discarded their long gowns or even cut off their queues and competed with the American students on the sports field, where would fate then propel them?
One American city features prominently in the history of Chinese overseas students. It is the capital city of Connecticut, Hartford, located in the northeast of the United States. Though not as famous as New York or Boston, more than a century ago, Hartford was the center of U.S. manufacturing and insurance industry.

Though a small city, Hartford became a prominent business center. After the end of the Civil War in 1865, Hartford became the city with the highest average income in the United States.

With the rapid growth of the economy Hartford attracted a great number of publishers, writers, educators and politicians, including Harriet Beecher Stowe, whose Uncle Tom’s Cabin was published in 1851. The great writer Mark Twain also lived here.

Mark Twain moved to Hartford in the same year the first group of Chinese students arrived in America. He became a friend to the Chinese through the Chinese Educational Mission which was set up in Hartford.

Rong Hong decided that Chinese Educational Mission should be located in Hartford. The Qing Dynasty spent $75,000 US dollars constructing an office building for it in 1877.

This house was fitted up with the most advanced tap water and heating system at the time. The famous architect in Springfield Mr. Gardener supervised the construction of the whole building. He even put up four of the Chinese students, including Tang Shaoyi, Liang Ruhao and two others, in his home.

The office building was located on Collins Street, in the western region of Hartford. It was demolished in 1972, and the place became a parking lot for nearby hospitals.

Hartford was a city with the largest number of overseas Chinese students. The dozens of them became very special guests in this city.

With the end of the Civil War in 1865, Hartford’s economy began to grow very fast.

A great number of migrants thronged into the city.

The Hartford Public High School was an old high school built in 1638. It was here that over thirty of the Chinese students studied. Today at the original site of the school there stands only a stone monument amid wild grasses. The school was demolished to make way for city highways. It was reestablished at a new site.

A grade book of the graduates of 1881 was saved from the fire and kept in the archive room. We saw several names of the Chinese students in it.

Including Huang Kaijia from Zhenping and Cai Shaoji from Xiangshan, both in Guangdong Province.

Some pictures of the Chinese students were also kept in the archive room.

Although it is very hard to tell the owners of these things, they are reminders of the overseas life of the Chinese students.
Mark Twain published his book, the Adventures of Tom Sawyer in Hartford, in 1876, the year the Centennial Exhibition was held in Philadelphia.

These novels of Mark Twain were mailed from America when Zhan Tianyou came back to China. The books were kept by Zhan’s descendents

The students grew up while reading Mark Twain’s novels, hearing the noises of machines in Hartford, a flourishing industrial New England city.

Chinese students studied at different high schools in Connecticut and Massachusetts.

The students’ performance was so excellent that it astounded the Americans.

Deng Shicong and Chen Juyong won first and second prizes in the Spelling Contest at the West Hartford Public High School

Li Enfu won first prize in English and Greek among the graduates from Hopkins Grammar School. Zhou Chuan’e won first prize in Latin and handwriting.

Cai Tinggan won first prize in the Wadsworth Street Public School Handwriting Contest not more a year after he enrolled.

The local newspaper said that generally the Chinese students adapted well to American education. The overseas education project was so successful that the Chinese government planned to send students UK, France and Germany. The Chinese students set a good example for American young people.

William Lyon Phelps was in the same school as the Chinese students. In his autobiography published in 1939, he wrote a chapter entitled “Chinese Schoolmates”.

The Chinese students organized their own ‘oriental’ baseball team.

Hartford Public High School’s best pitcher, Liang Dunyan, became a foreign affairs minister in the Qing Government.

Liang Cheng, a member of the Andover Baseball Team, later the Chinese envoy to the United States. He made the US return part of Gengzi Indemnity.

Deng Shicong became the Second Mate Artillery on the flag warship “Ding Yuan” of the Northern Navy.

Cao Jiaxiang’s life was closely related with guns. Later, he was nominated as the Chief Artillery Mate on the warship “Zhenyuan” of the Northern Navy. He also laid the foundation for the modern Chinese police system.

He became the chief engineer at the China Kaiping Coal Mine.
This senior official who was then at Tianjin was very concerned about the one hundred students sent abroad by his teacher Zeng Guofan and himself during the reign of the Tongzhi Emperor.

Li Hongzhang offered numerous instructions to Chinese Educational mission in his letters to them. Those unpublished letters are kept at Fudan University in Shanghai.

7. 2003–2005 中国留学生人数统计

8. 1978 与 2007 年在中国的留学生人数对比
9. 2008年统计资料：中国留学生去得最多的国家
（http://www.google.com/imgres?imgurl=http://www.51edu.com/uploadfile/chuguo/uploadfile/200904/20090401083452988.jpg&imgrefurl=http://www.51edu.com/chuguo/2009/0401/article_51220.html&usg=__KG4MzCeETVaOXuZ2jwlWdi5JzU=&h=307&w=500&sz=24&hl=en&start=0&tnid=Qt_iPlC_hLYaM:&tbnh=123&tbnw=200&prev=/images%3Fq%3D%25E7%2599%25E5%25AD%25A6%25E4%25BA%25BA%25E6%2595%25B0%25E6%2595%25B0%26um%3D1%26hl%3Den%26client%3Dfirefox-a%26sa%3DN%26rls%3Dorg.mozilla:en-US:official%26biw%3D1024%26bih%3D585%26tbnv%3D3tbnk%3DDisch:1&um=1&itbs=1&iact=hc&vpx=125&vpy=88&dur=6227&hovh=176&hovw=287&tx=190&ty=112&ei=12qUTJZxNLYL68Aa94-SBBQ&page=1&ndsp=13&ved=1t:429,r:0,s:0）

2008年出国意向国家调查

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