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# 华文学院研究

徐书墨 著




人民教育出版社

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责任编辑:孙 牧 陈鹏鸣

封面设计:周方亚

**图书在版编目(CIP)数据**

华文学院研究/徐书墨 著. —北京:人民出版社,2012.7

ISBN 978-7-01-010805-6

I. ①华… II. ①徐… III. ①华文教育-教会学校-研究-美国  
②华文教育-教会学校-研究 英国 IV. ①G571.28②G556.18

中国版本图书馆 CIP 数据核字(2012)第 064020 号

**华文学院研究**

HUAWEN XUEYUAN YANJIU

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**人民出版社** 出版发行

(100706 北京朝阳门内大街 166 号)

环球印刷(北京)有限公司印刷 新华书店经销

2012 年 7 月第 1 版 2012 年 7 月北京第 1 次印刷

开本:880 毫米×1230 毫米 1/32 印张:5.375

字数:130 千字

ISBN 978-7-01-010805-6 定价:15.00 元

邮购地址 100706 北京朝阳门内大街 166 号

人民东方图书销售中心 电话 (010)65250042 65289539

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## 摘 要

20 世纪初,一所美国的华文学院出现在中国北京,时值西方传教运动复兴。经过 30 年的时间,“华文学院”从汉语学校逐渐发展成为一个对中国文化进行研究的中心。华文学院成长见证了第二次世界大战前后的中美关系、中日关系以及远东局势的发展,它的成长也体现了美国中国学从传教士汉学向学院化中国学转变的过程。

我们应该感谢美国加利福尼亚州克莱蒙大学研究院 (Claremont Graduate University) 的约翰·里根 (John Regan), 正是因为好奇心驱使他为我们打开了一座沉睡近一个世纪的历史宝库。那是 1996 年,约翰·里根教授在学校图书馆的地下室查阅资料时,偶然发现二十几个布满灰尘的箱子。箱子内的资料记载了 19 世纪末到 20 世纪中叶存在于中国北京的一所学院——华文学院 (The College of Chinese Studies)。资料里涉及华文学院诸多方面的信息,涉及了中美关系、中日关系、日美关系,这些资料填补了历史空白。这些史料的发现为中国近现代史、美国教育史、中美关系史、美国现代中国学以及文化教育研究等诸多领域提供了翔实的资料。

读者可能会问,华文学院从 19 世纪末在北京始创,至 1949 年被迫关闭,这么长时间为什么人们不知道有这样一批资料存在,竟让它沉睡数十年? 为什么它会存放在美国克莱蒙大学图书馆? 原

因有二。一则,华文学院是一所美国人在华建立的中国文化研究机构,主要进行汉语教学和中国研究。1937年,日本发动侵华战争,该校的正常运作受到了阻碍,尤其在“珍珠港事件”之后,该校院长裴德士(William Bacon Pettus)分析了复杂的国际形势,从而意识到该学院正常运行的基本条件已经无法保证。于是,裴德士返回美国,积极与高等学校及学术机构取得联系,希望通过合作将华文学院迁回美国继续办学。裴德士及其领导的华文学院得到了加州学界的热烈欢迎,学院在1939年落户加州大学伯克利分校,成为“第二次世界大战”时期赴华美军军官的汉语学习和文化培训基地。学院的大量资料和图书馆的藏书也被分批运回美国,这一过程得到了时任美军驻华总司令史迪威(Joseph Warren Stilwell)将军的大力支持。20世纪40年代中期以后,裴德士院长一直努力在中国恢复该学院。直至中华人民共和国成立,具有教会背景的华文学院复校的愿望成为泡影。1949年,华文学院在北京的校园被中国政府接管,其美国的董事会也最终解体。受“冷战”影响,中国政府排斥美国留下的一切“遗毒”,而美国也在相当长的时间里回避中国问题研究,尤其在“麦卡锡主义”笼罩下,中国学被打入“冷宫”。这就是这笔宝贵的历史资料沉睡百年的原因之一。二则,20世纪60年代,华文学院的董事会最终在美国加州克莱蒙大学解体,董事会将该校的全部档案资料和华文学院图书馆的部分藏书(大概5000余册),移交给克莱蒙大学保存。目前,这些档案已经成为美国加利福尼亚州克莱蒙大学哈诺德图书馆(Honnold Library)里最重要的特别典藏([www.cgu.edu](http://www.cgu.edu)),其中大部分英文文献和资料由“特别藏书”(Special Collection)部门管理,中文藏书被放置在一个图书密室,并由图书馆亚洲研究部管理。里根教授发现这笔资料是偶然的,也是必然的。随着中美关系不

断升温,尤其在“冷战”结束后,美国对中国的关注程度与日俱增,大量研究机构、智囊集团以及学者对中国研究产生浓厚的兴趣。那么,曾经在中美关系研究以及美国的中国研究上盛极一时的华文学院浮出水面也是历史的必然。

华文学院成立于1910年,是由美国和英国教会共同创办的一所汉语学校。最初的目的是为当时在华的西方传教士、商人、外交官学习汉语服务,其主要职能是辅助美国在华的传教事业,然而它客观上却影响了美国早期的传教士汉学。一些来华传教士通过学习汉语和中国文化,将其所见、所闻、所感形成文字并传到美国。1916年,中国青年基督教会(YMCA)派裴德士前往华文学院担任校长。裴德士毕业于哥伦比亚大学,来华后在金陵大学汉语系学习汉语,后入德国汉堡大学学习汉语言文学及教学法。裴德士任校长后,对学校进行了大刀阔斧的改革,将一所语言学校改造成美国在华十分重要的中国学学院。1924年,哈佛大学根据美国铝业大王霍尔遗嘱的要求,要在中国寻找一个合作伙伴,以共同承担遗嘱留下的“海外教育基金”遗产方式,建立一个机构来进行中国问题研究。当时的华文学院以其中国学方面的研究专长,成为哈佛考察合作的第一候选人。燕京大学为了合法地参与到遗产继承方案之中,与华文学院达成合校协议。最终,哈佛大学与合校后的燕京大学(华文学院并入燕京大学)合作成立了“哈佛燕京学社”。华文学院和燕京大学的合作是短暂的,由于办学理念和资金等方面的原因,在哈佛燕京学社成立后不久,燕京大学与华文学院的合校终止。裴德士院长重返美国寻找新的资金支持,他惊喜地发现美国西部学术界对中国研究十分感兴趣,并给予他极大的资助,加州的数十所高等学校成立了“加州大学在中国”基金(California College in China Foundation)。与美国加州诸大学的合作,为华文

学院的发展迎来了一个大好的契机,而华文学院也为美西中国学院化的形成助力。第二次世界大战结束后,由于各种原因,导致华文学院重返中国继续办学的计划最终没能实现,其保留下来的历史资料也在岁月流失中静静地安睡了近一个世纪。

## **Abstract**

The late 19th century to early 20th century, an American Academy institute was founded in Beijing, China, the time when the Western missionary movement revived. After three decades, the College of Chinese Studies had changed, evolved from the Chinese language school to a research center of Chinese culture. It is the prove of the growth of Sino-US relations before and after the Second World War, the Sino-Japanese relations and the development of the situation in the Far East, its growth is also reflected the process of Chinese Studies from missionary-style Sinology changes to Academic-style.

We should thank John Regan from Claremont Graduate University, precisely because of his curiosity, he opened some old treasures. That was in 1996, Professor John Regan happened to find two dozen boxes covered by dust in the basement of the school Library. The information of the materials in the boxes recorded a college in Beijing within the 19th and 20th century—The College of Chinese Studies. Information in many aspects related to the Sino-US relations, Sino-Japanese relations, Japan-US relations. It seems to fill the gaps in academic history. The historical discovery of the modern history of China, provided full and accurate information for the U. S. education history, the history of Sino-US relations, the U. S. science



and modern Chinese culture and education and research fields. Readers may ask, for so long why people do not know the existence of such a group of data, actually let it sleep for decades? Why is it stored in the Library of Claremont Colleges in the U. S?

First, the College of Chinese Studies was an American language School of Chinese culture in assembling research institutions, mainly for Chinese language teaching and Chinese Studies. In 1937, Japan launched the war of aggression against China, the normal operation of the school has been hampered, especially after the "Pearl Harbor". The principal of the College William Bacon Pettus realized that the normal operation of the Institute can no longer guarantee the basic conditions. As a result, William Bacon Pettus returned to the U. S., hoped to move back through the cooperation of Academy in United States to continue running. Mr. Pettus and the College has been warmly welcomed by scholars and Universities of California. It was settled in Berkeley in 1939, and became a language and culture training base during World War II. All the wealth of College information and library books have been shipped in batches to the United States, this process has been supported by the former head of U. S. Embassy Stilwell (Joseph Warren Stilwell). After the mid- 40s of the 20th century, Mr. Pettus principals has been working to restore the College in China. Until the founding of the People's Republic of China, the College was shut down finally.

In 1949, the Chinese Government took over the campus, its board of directors has the ultimate disintegration of the United States. By the Cold war effect, the Chinese government rejected the U. S. to leave any legacy of the United States. And for a long time Chinese Studies was

evaded by American, especially in McCarthyism. That is why such valuable information on sleep for hundred of years. Second, by 1960s, the board of the College finally disintegrated in Claremont Colleges. All the archival material and some library collection ( about 5,000 copies) of the College was transferred to Clermont Colleges. Currently, these files have become the most important special collection of Claremont Honnold library, Claremont Colleges and managed by the Department of Asian Studies. Professor Regan found this information by accident, and it is inevitable. With the continued warming of Sino-US relations, especially after the Cold war, the U. S. focus on China increasingly. Large number of research institutions, think tanks and academics got a strong interest in Chinese studies. So, surface of the College is also a tremendously historical necessity.

The College of Chinese Studies was founded in 1910. The purpose of the first time was to train western missionaries, businessmen, diplomats learning Chinese, whose main function was to assist the United States mission in China. However, it has affected early American missionaries Sinology. Some missionaries formed what they saw, heard and felt words to the U. S through learning Chinese and Chinese culture 1916, China Youth Christian Council ( YMCA ) sent Mr. Pettus to serve as a principal of the College. Mr. Pettus graduated from Columbia University. and learned Chinese in the University of Nanking after came to China. Then Mr. Pettus went to University of Hamburg to learn Chinese Language and Literature. In 1924, the College of Chinese Studies in the research of its expertise, to become the first study co-candidate of Harvard University. Yenching University

decided to cooperate with the College in order to legally participate in inheritance programs. In the end, the co-established Harvard-Yenching Institute was founded. The co-operation was short, because the teaching and learning resources and some other reasons. Mr. Pettus returned to the United States to find new financial support, and he was pleasantly surprised to find that the western of United States is very interested in Chinese Studies. Dozens of colleges and universities in California, established the California Colleges in China Foundation. With the cooperation of the Universities of California, the College came through a development of Golden time. After the World War II, with a variety of reasons, the College finally closed and its historical data is also preserved in the quiet days of lost sleep for nearly a century.

## Preface

In recent years my family has reconnected with China. My daughter, Sarah Elizabeth Pettus, studied Mandarin in Taiwan in 1989 and later worked for a year in each of Shijiazhuang, Taian, and Beijing. She returned to the U. S. and taught Mandarin for two years and then did graduate work at Berkeley in Asian studies. I visited her in China in December of 1992 and my son and I spent a summer in China with her in 1994. These visits, as well as the time grandfather's and father's experiences in China were instrumental in my deciding to work here. I have spent the last ten years in Beijing teaching mathematics to American high school students.

I met Xu Shumo in 2006. Several years later she learned that in 1910 In Beijing my grandfather had built and was president of The College of Chinese Studies for the next four decades. This college consisted of a 3 – story academic building, two dormitories, several faculty houses, and resort houses in both the Western Hills and Houhai. Xu Shumo and I visited the old campus and checked out the academic building, the dormitories, and an old faculty apartment in one of the dormitories. At this time Xu Shumo decided to see if her faculty advisor would allow her to write her PhD dissertation on my grandfather, William Bacon Pettus. She wrote to the provost, Yi Feng, at the Claremont Colleges, where granddad had deposited and

endowed the books and records of his time in Beijing. With the assistance of letters by me, Claremont College helped Xu Shumo obtain a visa to study in California and get started on her research. I was of course very excited that Xu Shumo decided to study granddad and I am impressed with her dissertation.

Until recently I knew little of granddad except that he lived most of his life in China and that he was President of a college. In the 1990s, Australian John Regan and Chinese scholar Weijiang Zhang started studying granddad. The papers they published started filling in gaps in my knowledge. Then Xu Shumo filled in more gaps. Granddad's close connections and work with persons such as Pearl Buck, General Joseph Stillwell, Hu Shih, Leighton Stuart, John Fairbank, and others gave me new insights into the importance of his years in China.

My father and uncle were born in Shanghai and Nanjing and raised at the college in Beijing. My uncle, William Winston Pettus, followed in granddad's footsteps and spent many years in the 1930s and 1940s as Professor of Surgery with Yale-in-China in the cities of Changsha, Guizhou, and Chungqing. After graduating from Peking American School in 1926 my father, John DeForest Pettus, left Beijing to attend college in the U. S. and only returned on a trip in 1948 to distribute money he had raised for missionaries.

I am grateful that Xu Shumo has taken an interest in granddad and added to the research into his life and work in China.

**Tim Pettus**

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