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## Disciplinization of History Education in Modern China: A Study of History Education in the Imperial University of Peking (1898-1911)

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### ABSTRACT

Through a thorough investigation on the history education in the Imperial University of Peking from 1898 to 1911, this paper attempts to highlight the following findings. 1) The disciplinization of history education and the transformation of traditional historiography were concurrently incepted in the late Qing period. The Imperial University of Peking served as a pivotal platform for the realization of this synchronous process. 2) History instructors and students of this university can be regarded as initial participants in the new school system, as well as pioneering practitioners of the *New History*. 3) *Zhongti xiyong*, as the fundamental tenet of this university, in actual practice, was utilized as a slogan for justifying the introduction of Western learning. 4) Japan exerted tremendous influence on the history education at this university through sending history instructors and "re-exporting" new historical methods to China. 5) During the period discussed, there were in total twenty history instructors at this university. Their qualifications were commendable. 6) Regulations concerning history curriculum design, instruction and examination of the university assumed the task of alleviating the political and economic ordeals of China. Nonetheless, as with other reforms in the late Qing era, the government's reformation efforts in this university could not rescue it from the predicament of "negative repercussions".

### KEYWORDS

The Imperial University of Peking; Disciplinization of History Education; Transformation of Traditional Historiography; *Zhongti Xiyong*; The New History

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