

## **The Reform and Influence of Chinese Education in Shanghai International Settlement in Modern Times**

**Fu Yao, Yuan Zhe**

*School of Humanities, Donghua University, Shanghai, China*

**Abstract:** This paper focuses on the reform of Chinese education in the Shanghai International settlement during modern times, aiming to reveal its historical evolution, dynamic mechanism, reform measures, effectiveness limitations, and far-reaching significance. Since modern times, the development of Shanghai International settlement was superior to that of the Chinese, and the educational status of the Chinese and foreigners in the International settlement was significantly different, making it difficult for Chinese children to attend school. The efforts of the Chinese and Chinese Director in the settlement to fight for the right to education facilitated the educational reform in the settlement. This paper employs historical literature analysis, interdisciplinary research, and other methods to analyze the root causes of the gap between the Chinese and foreigners in the modern Shanghai International settlement, as well as the contribution of Chinese directors in fighting for the right of Chinese education. In order to appease the patriotic enthusiasm of the Chinese, Shanghai Municipal Council responded to the national Government's education laws by establishing additional schools, establishing a subsidy system, and reforming the teaching content and teaching methods. The reform granted the Chinese equal education rights, gradually incorporated the concession education into the track of national education, and initiated the cooperation of Chinese and foreigners in education issues, which had profound significance for the transformation of modern education and the change of social thought.

**Keywords:** International Settlement; Shanghai Municipal Council; Chinese Education; Reform; Chinese Director

### **1. Introduction**

According to the “Shanghai Land Regulation”, the British opened a settlement in Shanghai, and later expanded the scope of the settlement, and set up Shanghai Municipal Council to supervise the administrative affairs in the field, and Shanghai Municipal Council gradually developed into a huge autonomous system including police, public works, finance, taxation, health, education and other organs. The settlement is a special place in modern China, the development of the settlement is faster than and better than the Chinese zone, it “shows China the Western civilization” [1], the settlement is also the most favorable place for the development of modern education, “earlier with more modern education factor” [2]. Before 1904, because International settlement authorities considered that they had no obligation to provide education for Chinese children” [3], and that the schools run by Shanghai Municipal Council were only open to foreign children, and there were no schools open to Chinese children in International settlement. Under the guidance of this policy, the problem of education inequality between Chinese and foreigners in International settlement was quite serious. After 1904, Shanghai Municipal Council began to open Chinese schools to Chinese children because it “did not want the Chinese children who had been living in International settlement to receive less education than the Chinese children outside International settlement” [3]. “In 1927, Chinese children in International settlement accounted for less than 0.8% of Chinese school-age children, while western children accounted for nearly 80%.” [3] As the municipal administration of International settlement, Shanghai Municipal Council evaded the provision of educational services to the Chinese who were the majority of the population living in International settlement, which was greatly criticized and condemned by the Chinese society, and the call for

increasing the educational rights of the Chinese became increasingly strong. This paper discusses the development of Chinese education in the modern International settlement and the active contribution of Chinese directors, in order to sort out the movement of Chinese in International settlement for the right to education, and further deepen the historical understanding of the social mass ideological changes in the early period of the national government in Nanjing, concession management and Chinese political participation and other macro issues.

## **2. The Efforts of the Chinese Directors to Fight for the Educational Rights of the Chinese in International Settlement.**

Around the 1920s, with the all-round rise of Chinese nationalist movement and the awakening of Shanghai citizens' sense of autonomy, the Chinese political participation movement in International settlement was promoted. In 1921, the Chinese Advisory Committee was established. Subsequently, the Chinese Concession applied to Shanghai Municipal Council for the establishment of Chinese directors. After the Chinese directors settled in Shanghai Municipal Council, they made unremitting efforts to fight with Shanghai Municipal Council around the issue of Chinese education right.

### **2.1 The Chinese Directors Negotiate with Shanghai Municipal Council to Establish Additional Chinese Education**

On March 26, 1928, the Taxpaying Chinese Association reached an understanding with Shanghai Municipal Council, and then the Taxpaying Chinese Association sent a letter in the name of Yu Qiqing and Li Fushun to the general director of Shanghai Municipal Council, Stirling Fessenden, of which the third item concerned the issue of Chinese education. "The Chinese Education Commission shall be based on the principle of Chinese organizations, and the funding for Chinese education shall be set at 20% of the tax, but in order to avoid the present budgetary difficulties, in addition to the original fixed amount, the minimum amount necessary shall be planned immediately for the expansion of education for Chinese citizens. In order to meet the educational needs of Chinese children and improve the effectiveness of management,

the key administrative staff of the existing four Chinese schools will be required to hire Chinese from next semester." [4]

On the same day, Stirling Fessenden, replied that "Regarding the other sections mentioned by the President of the General Assembly, such as the appointment of Chinese as superior staff and the educational convenience with the Chinese, this Council has already considered them in advance. However, the issue has been suspended pending the appointment of the Chinese director." [4]

As one of the three compromise conditions for the three Chinese directors to join Shanghai Municipal Council, Chinese education is particularly important in terms of the vital interests of the Chinese. After the inauguration of the Chinese directors in April, the issue of Chinese education was put on the agenda.

After the Chinese directors entered Shanghai Municipal Council, the problem of Chinese education was greatly improved under the new policy of Shanghai Municipal Council. On the same day that the Chinese director took office, Yu Qiqing wrote to the Budget Review Committee of Shanghai Municipal Council, asking for an increase in the expenditure on Chinese education, and suggesting an increase of 30,000 to 40,000 yuan in education funds to show attention. Beginning in June 1928, the Board of Directors of the Shanghai Municipal Council officially discussed the issue of Chinese education, and the plan proposed by the Chinese director to "provide education for a large number of Chinese children" was attached importance by the board of directors.

On June 13, at the meeting of the Board of Directors of Shanghai Municipal Council, the Chinese director, Bei Zuyi, believed that at present, only the wealthy Chinese could receive education, so the security was poor, and a Chinese committee should be set up to run schools, with both Chinese and Western members serving as members. On June 27, at the board meeting of Shanghai Municipal Council, he proposed that the special education tax should be increased. The board agreed to form a special committee to discuss the site and other issues. In view of the fact that "increasing Chinese primary education is conducive to reducing the number of crimes in the concession" [5], Shanghai Municipal Council decided to set up three primary schools for Chinese children in the Eastern,

Western and Northern districts respectively. With the efforts of the Chinese directors, the issue of Chinese education has become an important topic in the regular meeting of the board of directors and was often discussed, involving many details such as the choice of school site, funding sources, and the selection of education committee members. On October 3, at the board meeting of Shanghai Municipal Council, the Chinese directors proposed the appointment of Chen Heqin as the director of Chinese Studies to oversee Chinese education issues, which was approved by the board of directors. On July 24, 1929, at the board meeting of Shanghai Municipal Council, the Chinese directors requested the establishment of a primary school in the west District of the Concession District, and the board asked the Works Department to investigate, but progress was slow. In 1930, Yuan Ludeng, a Chinese director, reported after an investigation that only 2,378 of 150,000 Chinese school-age children received education, and the expenditure only accounted for 3.8% of the annual income. Faced with the difficult situation, the Chinese directors proposed to add two Chinese primary schools per year for an eight-year period, and one girls' secondary school within four years. With the exception of foreign language teachers, all Chinese were appointed and required to be subsidized by Shanghai Municipal Council. In response to Chinese demands, a school Grant committee was set up to distribute grants, with 10 members being Chinese.

## **2.2 Establishment of the Academic Affairs Committee of Shanghai Municipal Council**

In June 1930, Shanghai Municipal Council set up a special school committee to replace the original Chinese Education Committee and the Foreign Education Committee. In his speech at the first meeting of the Association, Mr. McNorden, the General director of Shanghai Municipal Council, gave a detailed explanation of the purpose of the establishment of the Committee

“The purpose of organizing this meeting is to consult on educational issues and determine educational plans, which is well known to all. The Council's new responsibility for education will increase from time to time and will be even heavier in the future. For this reason, the Council has decided to appoint a group of

reasonably qualified educators whose expertise and continuous service should ensure the functioning of the existing system and the effectiveness of the new undertaking. ... He has three functions, namely, to manage the schools established by Shanghai Municipal Council, to determine the curriculum of the schools, and to implement the approved educational policy.” [3]

The Council of Students was an advisory body. The policies of Shanghai Municipal Council on education came first from the Council and were then submitted to the Taxpayers' Assembly for approval. Therefore, the school Council essentially held a large educational management power and policy making power. On December 12, 1930, the School Board submitted a report on educational policy to the Board of Trustees for adoption. On February 13 of the following year, Shanghai Municipal Council officially published its new education declaration. In the Declaration, Shanghai Municipal Council was inclined to accept the recommendation of the School Council on the expansion of the right of Chinese to education, excepted that it has reservations about the proposed tax increase and would consult with the Chinese residents.

“In order to facilitate the education of the Chinese people, the period shall be (1) 1933-1938. Two primary schools for Chinese boys and girls are added every year. Each can accommodate six hundred students. (2) until the end of 1934. Depending on the number of schools subvented by the Council but not established by the Council. The unfinished parts of the plan listed in the report have been completed. Reconsider. (3) except one Chinese girls' middle school which has been approved for establishment. No later than 1934. Set up another school for the same women. (4) The existing Chinese children's schools will gradually be converted into secondary schools”.[6]

## **2.3 Strive for Subsidies from Shanghai Municipal Council to Chinese Schools**

On June 17, 1931, at the Board meeting of Shanghai Municipal Council, the General Director, McNorden, considered that the attitude of schools in the Chinese area of Shanghai was not friendly to Shanghai Municipal Council, and considered whether to stop subsidizing schools not established by

Shanghai Municipal Council. Hu Mengjia claimed that this was just a misunderstanding. Wu Jingxiong explained that the misunderstanding was caused by the different policies and systems of the two education authorities. Xu Xinliu also echoed that the board of directors should take the overall situation as the priority, and should not abolish the public because of the attitude of national government officials. As a result, Shanghai Municipal Council granted 80,000 taels of silver to 57 Chinese schools [7]. Although it was affected by financial difficulties and war in the future, Chinese director made great achievements in increasing educational funds and improving Chinese education in general. Shanghai Municipal Council approved in principle the recommendation of the Academic Council that “Chinese and overseas schools not established by the Council. Such as its sources of funding, equipment, methods and educational level. All to the satisfaction of the committee. It shall be subsidized by this Council out of municipal revenue” [6].

By the end of 1934, the School Board further recommended to the Board whether “the money that may be made available for the continuation of the educational program thereafter would not be more beneficial for the expansion of the grant than for the expansion of the schools established by Shanghai Municipal Council. Since private schools, which are subsidized by Shanghai Municipal Council, may be developed and the needs of this Council for the construction of new schools may be changed “. Shanghai Municipal Council, after a detailed investigation, decided to “(a) increase the number of schools established by this Council to the extent of its financial resources, and (b) at the same time continue to allocate funds to subsidize private and foreign schools.” [8] Since then, Shanghai Municipal Council has gradually increased the amount of subsidies for non-bureau schools, especially for Chinese schools in the whole Shanghai region (including inside and outside International settlement).

**Table 1. Number of Cash Funds Subsidized by Shanghai Municipal Council for Chinese and Foreign Schools from 1931 to 1935 (Unit: Yuan)**

time	1931	1932	1933	1934	1935
Chinese		113986	138811	186375	208760

school					
Alien school	107692	107692	141608	153850	169000

Source: Chinese Language Division, Shanghai Municipal Council. Report of the Municipal Council No. 6.1935.

Through the comparison of Table 1, it can be seen that Shanghai Municipal Council maintained a basic balance in the intensity of subsidies to Chinese and foreign schools. But the number of subsidized Chinese schools was far greater than that of foreign schools. In this way, on the premise that the total amount of subsidies for Chinese and foreign schools was basically balanced, in terms of the average amount of subsidies received by each school, foreign schools far exceed Chinese schools. In 1937, for example, “there were 14 foreign schools with a total of 5,980 students, and 214 Chinese schools with a total of 46,095 students, so there was a huge difference between the actual subsidies received by each school and each person between China and foreign countries.” [9] Although it was difficult to strike a balance between Chinese and foreign education, Shanghai Municipal Council has made great achievements in expanding the educational rights of Chinese and improving the educational situation of Chinese children under the condition of limited financial resources.

### **3. Measures of Educational Reform in International Settlement**

With the promotion of the Chinese in International settlement and the efforts of the Chinese directors, in the 1830s, Shanghai Municipal Council carried out the reform of Chinese education. The reform contents were as follows:

#### **3.1 Establish Additional Schools and Established a Subsidy System**

The adjustment of education in International settlement began in 1928 with the establishment of the Chinese Education Department at the request of the Chinese, and the appointment of the educator Chen Heqin as its director, who set up Chinese primary schools. At last, special Chinese primary education institutions were established in the Concession , However, it was not until 1930 that three primary schools were developed, which still could not solve the increasingly

prominent educational contradictions.

At the beginning of 1930, Shanghai Municipal Council was forced to abandon the idea of privilege and assumed the obligation to educate Chinese in the concession, declaring that “Shanghai Municipal Council established schools as educational institutions for the children of residents in International settlement and the children of direct or indirect taxpayers, regardless of the nationality of the scholars.” [10] In June, the Board of Directors established a new nine-member academic Affairs committee to replace the original educational institution, “in addition to one Chinese and foreign directors, seven experts of which four are outsiders and three are Chinese” [6]. It not only supervises the schools at all levels set up by Shanghai Municipal Council, but also investigates the situation of education in the concession areas and provided reform plans to Shanghai Municipal Council. The Education Division was changed into the Academic Affairs Division, with the Overseas Chinese Education Division and the Chinese Education Division. After the investigation, the committee submitted a report to Shanghai Municipal Council, including two reform contents: one was to establish more schools; The second was to provide subsidies to schools not run by Shanghai Municipal Council.

The School Council has drawn up a plan for the establishment of additional Chinese schools to facilitate the education of the Chinese people. The plan is “(a) to build two additional co-educational primary schools each year from 1931 to 1938, each accommodating 600 students; (b) By the end of 1934, two Chinese girls' middle schools will be established; (c) the existing public schools for Chinese children shall gradually be converted into secondary schools, and by 1938 there shall be 23 schools for Chinese children, with enrollment accounting for 7.5% of the school-age children.” [6] In accordance with the requirements of the Shanghai Education Bureau for Unified Education, the schools should reform the school system, “the existing four Chinese children's public schools, both primary and secondary education, after the proposed primary school plan progresses, the public school should gradually be converted into an established middle school, which will be in line with the secondary school system

promulgated by the Chinese government, and at least one of these four secondary schools must be a specialized and vocational middle school.” [10] In 1933, the curriculum reform of Chinese children's public schools was carried out, among which Gezhi Public School paid attention to science and Nie Zhongcheng Public School paid attention to vocational education. In 1939, Yucai and other public schools were changed to six-year middle schools, with three years of junior high school and three years of senior high school.

Subsidizing Non-Shanghai Municipal Council set up schools was a new regulation for the administration of private schools in the concession area by Shanghai Municipal Council. Before the 1930s, Shanghai Municipal Council did not assume management obligations for private schools set up in the concession, but only “used to donate the maintenance fees required by educational institutions of charitable nature, and exempted some schools from paying part of the housing donation” [11]. Now the subsidy system was adopted, and all the educational subsidies given were divided into one fund managed by the School Affairs Office. Waived housing contributions were also included in the subsidy. Under the School Affairs Committee, the Foreign and Chinese School Subsidy Committee was set up by the Ministry of Works Bureau, which stipulates: “Any foreign (Chinese) school located in the public concession or paying taxes to this Council, whose management facilities and teaching results are satisfactory to this Council and who urgently need financial assistance, may be subsidized by this Council”, and it was also stipulated that “except in special exceptions, Chinese schools wishing to obtain subsidies must first apply to the Education Bureau” [12], and in accordance with government regulations, The curriculum and its outline were determined according to the nature and organization of each school.

When the subsidy system was first established, it was opposed by the Shanghai Education Bureau as an infringement on China's educational sovereignty. The revised provisions of the Ministry of Industry Bureau: “The supervision and management of the education of Chinese schools in the concession shall belong to the Shanghai Social Bureau, but the value of the subsidies is very real, and

the Bureau still has the power to monitor whether the subsidies received are used properly.” [13] Clarify the issue of ownership of education sovereignty. The establishment of the subsidy system was helpful to regulate the private schools in the concession.

### **3.2 Reform of Teaching Content and Teaching Methods**

From 1932 to 1933, the National Government successively promulgated the Middle School Law, the Middle School Curriculum Standards and the Middle School Regulations, which stipulated that middle schools throughout the country must comply with laws and regulations in the organization of courses and all other matters. Therefore, Shanghai Municipal Council began to reform the educational content of Chinese schools. ,

In May 1933, on the recommendation of the Board of Directors, the School Board decided: “(a) The basic subjects taught in Chinese children's secondary schools are approximately the same as the standard Chinese curriculum, with all major differences in the language in which they are taught, and it is hereby proposed that the standard Chinese curriculum be adopted, subject to the need of special circumstances, at its discretion. (b) All levels of subjects in affiliated primary schools should be taught in Chinese as far as possible, and Chinese and English should be equally taught in junior secondary schools. About two-thirds of high school students are taught in English. (c) The Chinese used by the professor shall be the national language. (d) In addition to the basic subjects of the four Chinese children's public schools established by this Council, Gezhi Public School should pay attention to science and specialized subjects, and Nie Zhongcheng Public School should pay attention to vocational education. (e) The language of the subjects taught should gradually increase to Chinese. (f) The use of textbooks by all schools should be approved by the Director of Studies and should be as uniform as possible.” [10] By 1936, the curriculum notice was basically finished, and the curriculum of primary and secondary schools in International settlement was unified according to the standards issued by the Chinese Ministry of Education. For example, there was no clear distinction between the traditional literature department and the

English Department of Nie Zhongcheng Public School, but according to the characteristics of each subject, the two languages were used respectively to teach and integrate.

With regard to education administration, the report of the Council of Students stated: “The employment of Chinese schools is closely related to education policy, and the Council would like to state its view that it is appropriate to employ competent Chinese as administrators, principals and teachers of schools whenever possible.” [6] “At the beginning of its establishment, the newly built Chinese girls' high school appointed Chinese principals and divided classes according to the standards set by the Ministry of Education of the National Government. Language courses, such as civics and geography, were all taught in Chinese, and schools began to lay off Western teachers and replace them with Chinese teachers, and gradually changed to all mathematics and science are taught by Chinese teachers, and foreign teachers teach English exclusively.” [8] In 1936, the ratio of Chinese and foreign teachers in Nie Zhongcheng Middle School was 4:1, and Chinese teachers accounted for the majority.

In view of the increasing harmonization of the standards of schools established by Shanghai Municipal Council and the Ministry of Education of China, the School Council sent a letter to the Shanghai Municipal Education Bureau stating that the curriculum has been changed and that it seeks to adapt to the current education law and should be recognized as having the same level of qualification as public and approved private secondary schools. In the same year, the Shanghai Municipal Education Bureau recognized the schools set up by Shanghai Municipal Council as public, and allowed the students of the middle schools set up by t Shanghai Municipal Council to take the municipal high school graduation examination. By 1935, when the students of the middle schools set up by Shanghai Municipal Council completed their studies, they could take two examinations according to the standard courses, one was the joint examination of the five schools set up by Shanghai Municipal Council since June 1935, and the other was to encourage them to take the Shanghai High School Graduation Examination. The curriculum of secondary schools is also

designed to prepare students for their own examinations and for the Shanghai Baccalaureate Examination. [12] The number of students who took the Baccalaureate Examination in 1937 exceeded that of the joint examination, which fully demonstrates the effectiveness of the reform of Chinese education in the public concession.

**4. The Effect of Chinese Education Reform**

With the promotion of the Chinese directors, Shanghai Municipal Council paid more attention to the issue of Chinese education, and in the 11 years from 1927 to 1937, great progress was made in expanding the issue of Chinese education rights.

**4.1 The Number of Chinese Students Increased**

As can be seen from Table2, the number of students in the schools established by Shanghai Municipal Council increased from 2,590 to 8,758 during the decade 1927-1937, an increase of nearly three times, among which the number of foreign students changed little, and the number of foreign students decreased in 1937 (due to the impact of the Sino-Japanese War), but in 1936, only 89 students increased, less than the increase rate. In contrast, the change in the number of Chinese students was very obvious, a total increase of 6,054 students in the decade, an increase of 490%. Between 1927 and 1937, the increase in the number of Chinese children attending school was quite large compared to that of foreign children.

**4.2 Achievements of Chinese Students**

Table3 shows the examination results of Chinese children in the schools established by Shanghai Municipal Council in 1936. “The most senior students in the Chinese Children’s secondary schools established by Shanghai Municipal Council in June this year held the Baccalaureate examination in accordance with the method adopted in 1934, and 49 students passed the examination results and were awarded certificates. Of these, 15 students achieved an average score of 80% or above in 13 subjects, and were ranked first. Another 25 students failed and had to wait until the next exam to pass before they could graduate. Senior students of all schools are encouraged to sit for the high School Graduation

Examination held by the Shanghai Social Bureau. Of the 85 students who took the exam this year, 69 students received a graduation certificate, and the remaining 16 students needed to take a make-up exam to graduate.” [14]

**Table 2. Number of Schools Established by Shanghai Municipal Council, 1927-1937 (Except Night School Students)**

Year	Number of Chinese children in schools	Number of foreign children in schools	Total
1927	1235	1364	2599
1928	1668	1512	3180
1929	2391	1491	3882
1930	3039	1503	4542
1931	3523	1583	5106
1932	4629	1576	6205
1933	5519	1586	7105
1934	5815	1573	7388
1935	5943	1598	7541
1936	7230	1601	8831
1937	7289	1469	8758

Source: Chinese Language Division, Shanghai Municipal Council. Report of the Municipal Council No. 7.1936; Chinese Language Division, Shanghai Municipal Council. Report of the Municipal Council No. 8.1937.

However, this did not mean that the addition of Shanghai Municipal Council’s schools has changed the extremely low school attendance rate of Chinese children. Table 4 shows that the Chinese residents and foreign residents in the concession are increasing every year, but the gap between the two is large. During the seven years, the number of Chinese residents increased at an average rate of 26,783 per year, while the number of foreign residents increased at an average rate of 468 per year. As there is no specific statistical data on school-age children in the number of Chinese and foreign residents, it is not possible to accurately calculate the school attendance rate of Chinese students compared with foreign students. However, the large gap in population growth between the two almost negates the possibility that the large increase in the number of Chinese students will bring about a large increase in the enrolment rate of Chinese children. That was to say, it is difficult to improve the school attendance rate of Chinese children by relying only on the establishment of Chinese schools by Shanghai Municipal

Council. Although the Chinese directors made all kinds of efforts, they could not completely change the disadvantageous position of

Chinese children in the education of the concession.

**Table 3. Results of Chinese Secondary School Graduation Examination Set Up by Shanghai Municipal Council in 1936**

School		Huatong Middle School	Yuc-ai Middle School	Nie Zhongcheng Public School	Gezhi Middle School	Chinese Girls Middle School	Total
General examination, the middle schools set up by Shanghai Municipal Council	Number of participants	22	16	13	12	19	82
	First-class passer	2	2	3	6	2	15
	Second-class passer	13	7	4	3	7	34
	Those who need to take a make-up examination flunker	5	5	6	2	7	25
	flunker	2	2	0	1	3	8
Graduation exam, the middle schools set up by Shanghai government	Number of participants	25	16	13	12	19	85
	Full graduate	20	14	10	10	15	69
	Those who need to take a make-up examination	5	2	3	2	4	16

Source: Chinese Language Division, Shanghai Municipal Council. Report of the Municipal Council No. 7.1936;

**Table 4. Population Statistics of Chinese and Foreigners in the Public Concessions from 1930 to 1937**

Year	number of Chinese residents	number of foreign residents	total
1930	971397	36471	1007868
1935	1120860	38915	1159775
1936	1141727	39142	1180969
1937	1178880	39750	1218630

Source: Shi Meiding. Shanghai Concession. Shanghai: Shanghai Academy of Social Sciences Press.2001.

### 5. Conclusion

The reform of public concession education has a profound significance in the history of modern Chinese education. It broke the situation that the concession authorities monopolized the Chinese education in the past 20 years and gave the Chinese in the concession equal educational rights. It made the education in the concession gradually meet the educational requirements of Chinese nationals in terms of ideology, content and methods, and the Chinese in the concession had the opportunity to learn their own language and culture more formally.

The Chinese education in the concession area was not only the result of the efforts of the Chinese directors of the Ministry of Industry Bureau, but also the concern of the Shanghai

special Municipal Government on the sovereignty of education. The attention of Shanghai Special Municipal Government to the issue of education sovereignty objectively promoted the education reform in the concession, and provided the development direction for the reform, which made the preliminary education adjustment of Shanghai Municipal Council gradually deepen, and the reform content gradually incorporated into the education track of the Chinese National government.

Of course, the concession authorities have reservations about the reform of education, and in fact there was a certain gap between the educational adjustment and the requirements of the Chinese people in the concession and the Ministry of Education of China. The educational reform of the concession authorities was forced by the situation to give up some of their educational rights in order to appease the patriotic enthusiasm of the Chinese people in the sector, cope with the education laws of the national Government, and finally seek to preserve the fundamental extraterritorial rights as a buffer. Since then, both China and foreign countries have paid more attention to the education of Chinese in the concession areas, and turned to the mode of moderate cooperation between Chinese and foreigners on the issue of education rights.



**References**

- [1] Tang Zhenchang, Shen Hengqing. Studies on the History of Shanghai (Part II). Shanghai: Xuelin Publishing House, 1988. 41.
- [2] Zhang Zhongli. Research on Modern Shanghai City. Shanghai: Shanghai People's Publishing House. 1990. 992.
- [3] Chinese Language Division, Ministry of Industry. Annual Report of Shanghai Public Settlement Industry Bureau (1930 volume). Republic of China Historical Data Series (229). Zhengzhou: Daxiang Publishing House. 2009. 311-591.
- [4] Shanghai Public Settlement Industry Bureau joined Chinese directors. Documents of the Chinese Committee. Oriental Journal. 1928. 25 (7). 568.
- [5] Shanghai Municipal Archives. Proceedings of the Board of Directors of the Ministry of Industry Bureau Volume 24. Shanghai: Shanghai Ancient Books Publishing House. 2001. 512.
- [6] Fei Tang. Judge Fei Tang's Report on the State of the Shanghai Public Settlement, vol. 2. Chinese Language Division, Shanghai Public Settlement Bureau. 1931. 400-431.
- [7] Shanghai Municipal Archives. Proceedings of the Board of Directors of the Ministry of Industry Bureau Volume 25. Shanghai: Shanghai Ancient Books Publishing House. 2001. 464.
- [8] Chinese Language Division, Ministry of Industry. Annual Report of Shanghai Public Settlement Industry Bureau (1935 volume). Republic of China Historical Data Series (234). Zhengzhou: Daxiang Publishing House. 2009. 309-561.
- [9] Chinese Language Division, Ministry of Industry. Annual Report of Shanghai Public Settlement Industry Bureau (1937 volume). Republic of China Historical Data Series (236). Zhengzhou: Daxiang Publishing House. 2009. 311-514.
- [10] Chinese Language Division, Ministry of Industry. Annual Report of Shanghai Public Settlement Industry Bureau (1933 volume). Historical Data Series of the Republic of China (232). Zhengzhou: Daxiang Publishing House. 2009. 297-524.
- [11] Chinese Language Division, Ministry of Industry. Annual Report of Shanghai Public Settlement Industry Bureau (1932 volume). Republic of China Historical Data Series (231). Zhengzhou: Daxiang Publishing House. 2009. 345.
- [12] Chinese Language Division, Ministry of Industry. Annual Report of Shanghai Public Settlement Industry Bureau (1931 volume). Republic of China Historical Data Series (230). Zhengzhou: Daxiang Publishing House. 2009. 284.
- [13] Chinese Language Division, Ministry of Industry. Annual Report of Shanghai Public Settlement Industry Bureau (1936 volume). Republic of China Historical Data Series (235). Zhengzhou: Daxiang Publishing House. 2009. 570.
- [14] Shanghai Archives. Shanghai Public Settlement Industry Bureau Annual Report Education Historical Materials Collection (I). Archives and Historiography. 1997 (01).