An annotated bibliography of 77 books, journal articles, congressional reports, and conference papers all based on visits to Chinese schools by U.S. and British visitors including professional educators, teachers, government officials, historians, and lay citizens is presented. A wide range of entries includes specialized, scholarly journals and books, newsletters, popular press magazines, and congressional reports. Most of the cited works have been published since 1972 and review the impact of Maoist thought and especially the Cultural Revolution on national educational policy.
VISITOR REPORTS ABOUT CHINESE SCHOOLS: ANNOTATED BIBLIOGRAPHY

by

Franklin Parker

Comments on lower and middle schools, higher education policies, and higher education faculties and facilities observed on a 1981 visit to over 20 universities, primary, and middle schools in five provinces.


Canadian Association of Adult Education tour, 1974, found that work and study were joined, administrators worked alongside peasants in May 7th schools, and elitist secondary and higher education did not exist.


Impressions of higher education and students' productive work seen in 1975.

Brown, Godfrey. "For Chairman and Country." *Times Educational
After 1975 visit, author raised basic questions about educational ends and means.


Architecture education, influenced by the Cultural Revolution, enrolled students only after they worked for two years.


Compares educational changes between 1972 and 1976 visits.


Examines education at all levels, 1980 and pre-1949 enrollments, and five major trends in the 1980s. Finds two greatest challenges are to equalize opportunity and to balance "expertness" with "redness."


Comparative study and conversations with leading intellectuals revealed basic ideologies and learning systems.
VISITOR REPORTS


Explores how China's educational philosophy affects schooling and child care.


On a 1980 visit saw post-Maoist schooling aiding drive for modernization. Competitive entrance examinations were reinstated. Certain primary, secondary, and higher education institutions, designated "key" schools, offer better facilities and teachers.


U.S. observers described the old and new education, the Cultural Revolution, an elementary and secondary school, and Peking University. Probed curriculum, work-study, admissions, graduation, jobs, and other aspects of rural and urban life.


Contrasts education seen in 1948-49 and in summers of 1959 and 1960,
VISITOR REPORTS

when every primary age child was in school, secondary education included manual as well as mental labor, and literacy campaigns had brought reading and writing skills to almost all men under age 40 and women under age 25. "Red and expert" schools opened in 1960 to help adults combine general education with political study.


Educators recount changes in Chinese education, 1947-79.


Visitor (1972) describes varied programs at universities and secondary schools.


U.S. journalists, 1971, considered education China's foremost problem because of Maoist rigid political orthodoxies.


Visitor cites criticism by Chinese of untrained kindergarten staff, job assignments that separate family members (particularly if they are educated), and low standards in rural schools.
VISITOR REPORTS


Describes visits to Peking educational institutions: a May 7th cadre school; elementary and secondary schools; and Tsinghua Technical University, which in 1970 had 2,800 students, most of them workers, peasants, and soldiers.

Fraser, Stewart E. "China at School and Play." PHI DELTA KAPPAN, 56, 8 (April 1975), 528-31.

Describes schools from nursery to secondary level.


Roles of the various levels involved in educational administration, from the State Council (Cabinet) down to the "revolutionary committees" in schools and colleges, responsible for day-by-day operation of individual institutions.


Education for minorities, women's status, curricula, mass education, and other observations in 1973 and 1977.
VISITOR REPORTS


American Association of Community and Junior Colleges President describes meetings with Education Ministry representatives, who found a common purpose between U.S. two-year colleges and Chinese education; i.e., combining theory and practice.


French correspondent on a third visit since 1949 concluded that the Chinese have made education and culture part of their revolution but that revisionism is a serious threat for post-Mao China.


Curriculum, teaching methods, and other aspects of the school program observed in 1973 at a Nanking primary school.


Head of a 10-member United Nations delegation, 1979, tells of important official meetings, the best being with Pu Tung-shu and Han Leh-fen of the Education Ministry, who summarized educational accomplishment and problems.
VISITOR REPORTS


Rapid change characterizes education and being both "red and expert" was the goal observed in 1979. Notes changes in school and university structure, increased academic emphasis, and rising conformity with Western patterns.


Schools and universities visited by Chinese-American professors are described.


Schools observed in 1974 combined study with manual labor and by other means complied with Cultural Revolution changes.


Writings by a Canadian who taught English to teachers enrolled at Sichuan University. Includes quotations from student essays about the Cultural Revolution, Red Guards, one-child movement, and women's position.

VISITOR REPORTS

of a Visit." SOCIAL SCIENCE RESEARCH COUNCIL ITEMS, 28, 3 (September 1974), 41-44.


Examines, 1973, how educational theory and practice affect the socialization process.


Leading education issue, 1978 visit, was the question of equality versus merit. Traditional academic curriculum was being reinstated and more instructional media used.


In a 1978 visit author schools used to aid modernization.


Canadian visitors saw little juvenile delinquency, little adolescent dating, and noted parent-child-state relations.
VISITOR REPORTS


In 1975-76 rank and salary differentials at three Peking institutions were being reduced.


Australians who taught English in the middle 1960s describe Chinese life, students, the arts, and the Cultural Revolution.


English professor in 1972 comments on the role of workers and peasants in running local schools and selecting students for university.


Six Britishers in 1972 characterize schools from kindergarten through university. Includes an essay on education from imperial times through the Cultural Revolution.


University of Paris specialist on developing countries toured China in the
VISITOR REPORTS

late 1950s, interviewed top officials, discussed literacy (Chou En-lai put 1957 illiteracy at over 70 percent), rapid spread of primary and secondary education, emphasis on technical and scientific learning, and expanding educational opportunities for women and peasant/worker children.


The educational system of the early 1970s is characterized as a restrictive road to a "sterile, stagnant society."


British freelance journalist shows how society and schools socialize the child to serve the state. "New Scholars and Artists" chapter surveys alternating political moods that have buffeted intellectuals.


"Progress in China," written after 1929 visit, identifies hopeful directions in schools despite students' preoccupation with politics. Mission schools, for instance, were headed by Chinese educators. "Education and Government in China," 1930, praises China's respect for learning but urges that Western education be used to teach practical skills.
VISITOR REPORTS


U.S. state education leaders October 1977 visit. Chapters on decision-making, curriculum, admissions policy at secondary and higher education levels, work-study programs, early childhood education, family, and community involvement.


Chapters on school organization, decision-making, curriculum, work and study, family and community involvement, and early childhood education. Includes delegations' 1977 observations of schools at all levels.


Indian journalist describes visits to schools and universities in Peking, where students repeated ideological slogans and had no freedom of thought.

"NEA Team Studies Red China Schools." NEA REPORTER, 12, 5 (October 1973), 10.
VISITOR REPORTS


Radio transcripts on day care; urban and rural school environments; junior high school reading, writing, and English language instruction; college student attitudes toward Western art and music; English language proficiency of teacher trainees; importance of higher education; and interest in foreign language study.


About 1972 visits by a University of Sydney (Australia) delegation visited 22 educational institutions in six urban centers, 1972. Chapters on physical education, moral education, productive labor and education, and the Cultural Revolution's dramatic impact.


With the defeat of China's "Gang of Four," higher education admission standards required academic achievement. Other educational and social institutions stressed expertness as the way to modernize.
VISITOR REPORTS


Describes schooling in the wake of the Cultural Revolution as observed on a 1974 visit to Peking University and other centers.


French diplomat and anthropologist, 1971, talked with leaders, workers, and teachers. Gives intimate details about the Cultural Revolution at Peking University and the Academy of Sciences. Not a Communist and not convinced that other countries can imitate China, he concludes: "the Chinese revolution is undoubtedly the most extraordinary experiment of modern times...."


Sociologist visitor, 1972 and 1974, described types and levels of educational institutions and the prevailing educational philosophy and practice.


Australian professor who taught in China, 1965-67, describes a typical rural primary school and urban primary-secondary school: curricula, physical plants, students, and teachers.
VISITOR REPORTS


Visits to primary and secondary schools and teacher training institutions revealed an atmosphere of cooperation and stress on social service.


China tour by Washington's China Round Table. Found at Peking's Tsing Hua University 500 of its 7,000 students were being sent to the U.S. to study.


Chinese-American students found that youths avoided physical contact with the opposite sex and accepted party policy that marriage be delayed until the late twenties.


Besides John Gardner and Wilt Idema, "China's Educational Revolution," pp. 257-89, there are insightful sections on Mao's concept of education, young people and schools during and after the Cultural Revolution, May 7th.
VISITOR REPORTS

cadre schools, medical education, and Peking and other universities and educational institutes.


English teacher on National Education Association China tour, summer 1978, describes visits to schools and to a children's "palace."


Former British Arts Council official found that students studied English eagerly, teachers used the lecture method, and opportunities rested on examination results.

Taschereau, Suzanne. "When Society Becomes One Big Classroom ... (Education in the People's Republic of China)." PROGRAMMED LEARNING AND EDUCATIONAL TECHNOLOGY, 12, 5 (September 1975), 265-69.

Describes formal and informal educational institutions. Includes author's own experiences working in a factory and in the countryside while studying in China, 1974-75.


British economist, reporting on agriculture, industry, politics, and educa-
tion, found rural progress slowed by scarce practical education, widespread illiteracy, and absence of links between education and villages. Nationwide, education at all levels was poor in quality, too bookish, and unavailable to many. Traditional reverence for the scholar put modern students into a preferred status. Concluded that China must build education and a way of life appropriate to its own historical culture.


Schools, factories, and day-care centers were seen during an unescorted visit to 12 major cities.


Visits to schools at all levels and an analysis of children's storybooks; stresses efforts to inculcating the idea of social service.


A NEW YORK TIMES journalist in China 1946-49 and in 1971 condemned Communist excesses but praised improved living conditions. About the Cultural Revolution, he described May 7th cadre schools, rustication of educated youth, and specific students' experiences.

Tyler, Ralph W. "Some Observations on Chinese Education." PHI DELTA
The U.S. can learn from the Chinese example of giving very high priority to education. Led a 1977 delegation which studied schooling at all levels amid reversal of Maoist policies and reinstatement of academic standards.


Congresswomen share findings from visits to officials and educational and other institutions.


Observations about C. Lu Hsun Middle School (pp. 31-33) and U.S.-China and other cultural exchanges and developments.

VISITOR REPORTS

Congressional visitors assess social, cultural, economic, and modernization efforts.

Former U.S. teacher describes schooling observed on a tour.

Found on a 1978 visit that schools had reverted to traditional pedagogy but retained some spirit and intent of the Cultural Revolution. Vocational training enhanced academic learning.

Reviews zigzag educational policies since 1949. The four modernizations, begun in 1976, restored academic standards and examinations, established better equipped and staffed "key schools," and stressed moral education aimed at selfless service.

VISITOR REPORTS

Summarizes educational accomplishments observed in 1976 and the way work, school, home and community life mutually reinforce political goals.


U.S. English teacher at Kaifeng Teacher Training College describes schools she knew, 1953-77.


A U.S. early childhood group reported that family planning campaign is most effective and that very good health care of children is fostered by trained personnel close to home.


U.S. visitors in late 1978 noted the heavy political content in schools, poor school facilities, few discipline problems, and formal teaching methods.


Based on 1972 visit and 1947-48 experiences in China. Describes types of schools, facilities, teaching methods, and programs.

U.S. teachers, 1972, describe teaching methods and classroom practices used to foster collective morality.


Math educators found that only five percent of those eligible attend higher education. These are identified early and nurtured in "key" schools and universities. Applied math is stressed and geometry for logical thinking.