A comprehensive annotated bibliography contains 108 items including books, journal articles, children's books illustrative of educational materials in China, government reports, research reports, newspaper stories, ERIC documents, and articles from the popular press. The listed items have been published over a broad span of time ranging from the 1920's to the present. While most of the materials are in English, the bibliography contains items written in Swedish, Chinese, French, Russian, Chinese, Czech, Japanese, German, and Danish. All abstracts are in English. Two extensively covered topics are the major changes in educational public policy that took place after the Communist victory in 1949 and the policy changes during and after the Cultural Revolution. The annotations tend to be brief and are primarily descriptive, not evaluative. (CFR)
EDUCATION (GENERAL, ALL LEVELS) IN THE PEOPLE'S REPUBLIC OF CHINA; PAST AND PRESENT:

ANNOTATED BIBLIOGRAPHY

by

Franklin Parker

Northern Arizona University
Education (General, All Levels) in the People’s Republic of China; Past and Present: Annotated Bibliography

By Franklin Parker


Alphabetical definitions concerned with China’s culture include: Book Burning (213 B.C.), Child Rearing, Civil Service Examination, Confucian Classics, Dictionaries, and Education.

Agostinoni, Emilio. STUDI SULL’EDUCAZIONE DEL POPOLO CINESE (STUDIES ON CHINESE EDUCATION). Milan, Italy: Vallardi, 1903. In Italian.


A brief history of Chinese education, 1900-73, and a description of schooling at all levels.


"Art, Literature and Education." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 89 (March 1982), 138-41.

Streaming (ability grouping) criticized in primary and middle schools. Primary and middle school teachers' salaries to be made comparable to government workers' salaries of the same grade.


Outlines changes in elementary and secondary education, 1950-60; motivations for and implications of these changes.


Describes 1960 reform of substituting for the old six-year elementary plus six-year secondary ladder a four-year elementary, three-year junior middle and three-year senior middle school. The shortened ten-year elementary-secondary school ladder aided economic development by putting manpower to work earlier.

EDUCATION, GENERAL

Education is a topic in this illustrated description of people, places, and customs in early twentieth century China.


"Classroom Under Siege" chapter reviews Maoist reasons for remaking schools during the Cultural Revolution; examines ways of recruiting teachers after years of attacking them for being politically suspect; praises accomplishments of rural elementary schools, financed mostly by collective funds, not the central government; and characterizes the post-1976 enthusiasm of educators who are rebuilding secondary and higher education systems.


Analyzes Communist literature about education, mostly formal descriptions of school policies and practices. Compares Chinese and Soviet education. Selected bibliography on higher education, youth and student organizations, and ideological reform.

Basic facts about China's social, economic, political, and military institutions. "Education and Culture" by Joel N. Glassman and "Science and Technology" by Pierre M. Perrolle are two of 14 major topics covered.

Ability grouping, entrance examinations, and an academic curriculum are part of the educational recovery from Cultural Revolution excess and the push for modernization.

U.S. experts who analyzed China's 1978 college admissions test found Chinese students behind their U.S. counterparts in chemistry and possibly physics but roughly equivalent in mathematics. Literacy rates also lag: 30 percent (240,000,000) of China's rural population is illiterate; 120,000,000 people under age 45 are illiterate.

Describes duties of educational administrators at national, provincial, and local levels.

EDUCATION, GENERAL

Reviews educational history and summarizes educational developments at all levels and among ethnic minorities under Communism. Also examines science policy and political education through media, schools, and other propaganda programs.

Summary of educational changes in China; prepared by the Government's foreign language publishing house.

Equalizing educational opportunity in six countries, including China. Examines aims of education (Maoism since late 1950s), administration, finance, organization and structure, curriculum, teacher education, higher education; gives enrollment and other statistics, 1977-79.

In Chinese.
Covers (to 1928): Chinese and Western educational theories and practices, education administration, historical changes of central and local education administration since late Ch'ing period, municipal school administration and supervision, three levels of education (elementary, secondary, higher), social education, and school finance.

State of education in underdeveloped Sinkiang Province.
Reviews education policy since 1949, describes lower school, higher education, and spare-time education structures and curricula. Criticizes the "Marxist-Leninist heresy" on which all education is based.

Chang, Pe Chin. "Redirecting Educational Effort in China." PACIFIC AFFAIRS, 6, 6-7 (June-July 1933), 281-91.
Weaknesses in Chinese schools identified by the League of Nations Mission of Educational Experts. Concludes that educational leaders need to establish cooperation of intellectual and manual labor at the secondary and university levels.

Depicts the educational structure established in 1928, when China for the first time coordinated schooling centrally and supervised private schools. Describes school changes at all levels during the 1930s. Tells of adult education, especially language reforms to aid literacy and the 1940 plan to end illiteracy in five years.

Describes education, its achievements and problems, and includes a bibliography with brief annotations.


EDUCATION, GENERAL


Province education commissioner in Hupeh Province, former Communist stronghold, describes schooling at all levels, emphasizes literacy, citizenship training, and the value of radio teaching, and urges more support for science and technical education.

Historical interpretation of education policy shifts, with Communist policy by Mao Tse-tung and others used to shape Marxian dogma to Chinese conditions.

Surveys history and growth of education administration, central and local; chapters on compulsory education, social education (outside formal schools), private schools, and education overseas.

Cited as "one of the oldest modern periodicals . . . widely read by teachers. . . . in close touch with government official as well as educators."

Vice-Minister of Education says that first educational goal is to serve peasants and workers by teaching cadres and soldiers, providing classes for workers and peasants, promoting literacy, and opening short-term secondary school courses.

Audiotapes for U.S. high schools include: legal system, thought reform, mass media, family life, education, primary and secondary schools, medicine, health, agriculture, communes, cities, child care, and religion.

Details of the foundation from July 1929 to June 1930.


Twentieth century development of Western-style physical education, influenced by Japan and Germany and greatly strengthened by the Kuomintang's 1933 plan for promoting physical culture among the masses. The Education Ministry in 1932 published a plan for teaching physical education.


Educational developments since 1927, including finance, indemnity funds, provincial and local administration, national education conferences, and school system. Discusses aims, preschool, elementary curriculum, compulsory education, continuation and vocational schools, secondary schools, preparation of teachers, Organizing Law of Universities, 1929, restructuring of arts and law studies, research institutions, studying abroad, and social education.


Sun Yat-sen University professor emphasized the need to adjust education to China's actual social and economic needs.


"Commercial Press of the Last Thirty-Five Years" gives history of this largest publishing house in China and describes the career of its general manager, Wang Yun-wu. Other articles: Ts'ai Yuan-p'ei, "The New Chinese Culture of the Last Thirty-Five Years"; Chu Ching-nung on educational administration; and articles on various school levels, mass education, women's education, language, printing, and others.

EDUCATION, GENERAL


Describes Canton boat people, now educated, whose boats are used by tourists.

Assesses China's strengths and weaknesses in terms of world power status. Concludes that while China is important, it will generally behave as a second-ranking power. Education is related to China's scientific and technological capabilities. Statistics show that China ranks fifty-third in the world in the proportion of gross national product spent on education, and higher education is also weak because of attacks on the intelligentsia.


EDUCATION, GENERAL

Courant, Maurice Auguste. "RÉFORME DE L’INSTRUCTION EN CHINE" (Educational Reform in China). NOUVELLE REVUE PÉDAGOGIQUE, 48, 6 (June 1906), 548-73. In French.

Articles on the effect of Communism on China's museums, monuments, history, archaeology, philosophy, religion, language, literature, architecture, science, opera, painting, sculpture, crafts, and cuisine.

"Culture and Education." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 87 (September 1981), 553-54.
Several articles stress the need for art and literature to serve the people and socialism. Also, new presidents announced at Peking University and the Academy of Sciences.

Describes book publishing, films, Canton primary schools, and school statistics at all levels in China.

Sections on Chinese language and on modern Chinese culture, with a description of schooling at all levels.

Three articles under "The Children of Chairman Mao: Education and Child-Rearing," several under "Science and Medicine," and five on "Culture after the Cultural Revolution."

EDUCATION, GENERAL

Brief history and current status of education, covering curriculum, discipline, teachers, finance, degrees, students abroad, women's education, engineering, agriculture, medicine, causes of backwardness, mission schools, Canton Christian College, Peking Union Medical College.


Dual secondary education policy will be pursued: continuing general education and also increased vocational and technical education. Also, in recent years 5,100 students were sent to study in 45 countries, over 4,600 in the natural sciences, 110 in social sciences, and 380 in foreign languages.

"Education and Culture (Including the Question of Intellectuals)." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 92 (December 1982), 770-72.

Aim is for universal primary education by 1990. China needs more two-year colleges; more education by radio, TV, and correspondence courses; and more workers' night universities. Regrets that there are few college-educated personnel in rural areas. Urges that intellectuals be recruited into Party ranks.

"Education and Culture (Including the Question of Intellectuals)." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 95 (September 1983), 588-90.

Gives 1982 enrollment at all school levels. Urges universal primary education by 1990, strengthening vocational education in order to apply science and technology to agricultural production, admission of more rural students to all schools, sending trained people to the countryside, and using intellectuals more fully.

"Education and Culture." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 49 (January-March 1972), 188.
EDUCATION, GENERAL


"Education and Culture." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 51 (July-September 1972), 584-86.

"Education and Culture." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 52 (October-December 1972), 774-75.

"Education and Culture." Quarterly Chronicle and Documentation. CHINA QUARTERLY, 91 (September 1982), 553-55.

School statistics at all levels for 1980 and 1981. Criteria given for university admissions. Inappropriate school practices during the Cultural Revolution resulted in poor training of those entering the work force.


Noncritical educational overview since 1949: illiteracy reduced and women and minorities' schooling at all levels increased. By 1979 over 200 million Chinese youth were full-time students (taught by nine million "education workers"): 140 million elementary, 60 million secondary, and 600,000 higher education enrollees.


Articles on education published in mainly scholarly and political journals, 1956-62, many of them about work and study, examinations, and other features of school and university policy. Articles from Japanese publications include "Educational Program of Communist China" and "Legal Education and Research."
"Education." Quarterly Chronicle and Documentation. 
CHINA QUARTERLY, 3 (July-September 1960), 126.
Lu Ting-yi's speech at People's Congress reporting on plan to cut twelve years of primary and of secondary school (6-6), inherited from Nationalists, to a shorter nine-year integrated course and begin schooling at age six.

"Education." Quarterly Chronicle and Documentation.
CHINA QUARTERLY, 56 (October-December 1973), 809-10.
"Education." Quarterly Chronicle and Documentation.
Criticizes practice of entering higher education by the "back door"; i.e., by using influence to avoid going to the rural areas to work. Criticizes teachers who return to pre-Cultural Revolution demand for absolute obedience and stress book learning and examinations at the expense of practical work and political study.

"Education." Quarterly Chronicle and Documentation.
CHINA QUARTERLY, 63 (September 1975), 582-83.

"Education." Quarterly Chronicle and Documentation.
CHINA QUARTERLY, 64 (December 1975), 84.

"Education." Quarterly Chronicle and Documentation.
CHINA QUARTERLY, 90 (June 1982), 347-48.
Calls for better training for soldiers and improved education standards in military academies. "Self-education" advocated for the 160 million youths unable to be educated during the Cultural Revolution.

"Education." Quarterly Chronicle and Documentation.
CHINA QUARTERLY, 94 (June 1983), 403-4.
Urges higher education reform to serve modernization: lower examination pass marks for rural secondary youths, more contracts with employers, more competent faculty and staff, and higher educational standards in middle and primary
EDUCATION, GENERAL

Planned higher education enrollment in 1983 was 348,600, higher than in 1982.


Lists 25 percent of total population illiterate or semi-literate. Notes that China had 11.6 university students per 10,000 population (fewer than India) and that out of 151 countries China's per capita expenditure on education was the third lowest. Also, plans are being made to universalize primary education and to recruit more middle school graduates to the work force rather than to higher education.


Articles by Chinese authorities: "The Educational Revolution: Primary and Secondary Education"; "Agricultural Colleges in Rural Areas"; "A New Type of University Graduate Examination"; and "Training a Million 'Barefoot Doctors.'"


Although the West put physical education into China's school curriculum in the late nineteenth century, martial arts training from the earliest dynasties onward stressed physical exercise.

PEKING REVIEW and CHINA RECONSTRUCTS reprints on children, youth, schools, minorities, and higher education.

Vast school enrollment increase by 1963-64 was hastened by the spread of half farming-half study schools. Also covers teacher shortage and textbook problems.

Articles by both Soviet and Chinese writers on basic changes in national education, writing reforms, artistic and literary achievements and other cultural advances claimed by the Communist regime. In Russian.


Articles examine primary schools, part-time and spare-time schooling, ideological education, scientific and technological education, and international exchanges and other aspects of education.
EDUCATION, GENERAL


A December 1979 education conference in Tienjin identified continuing problems: 30 percent illiteracy among those under age 45 and continuing gap between urban and rural educational opportunity. But statistics show remarkable progress since 1949, particularly at the elementary and secondary levels.

Firsthand description of post-Mao China. China's new leaders decided to strengthen education as a way for needed scientific and technological development. Reforms made in admission examinations and in key schools.


Contains 1,232 terms used from the establishment of the Communist Party to late 1970. Includes cultural and education terms.

EDUCATION, GENERAL

China was one of 11 participating countries providing a review of educational goals, policies, and programs.


Book for U.S. children, grades three to six, includes photos and text on school and work life of young people, science, sports, and performing arts.

Hahn, Emily. "The Chinese Student and His Problems." CHINA QUARTERLY, 6, 1 (Spring 1941), 56-62.

Problems include a chaotic school system (some traditionally Confucian, some government, some mission), bilingual instruction (home dialect, Mandarin Chinese, often English), and unrealistic grading.


Brief history of education, missionary education, student influence, and government exams.


EDUCATION, GENERAL


Hatch, R.W. "News Out of Communist China." WORLD POLITICS, 8, 1 (1955), 146-56.

Education data are given in COMMUNIST CHINA PROBLEM RESEARCH SERIES, by Chinese exiles in Hong Kong; eight volumes are reviewed here.


Two articles: Evelyn L. Harner, "Middle School Education in Communist China," and Jan Myrdal, "Education in a Chinese Village."


Includes educational objectives, brief history, learning theory (Mao and post-Mao periods), structure and operation, curriculum, evaluation, counseling, and administration.


Examines political and administrative impact on Chinese education policy since 1949. Describes structure of formal education, curriculum and workers' training, and teacher education. Contains extensive data, commentary, and some personal observations on "red versus expert" tensions.

Hechinger, Fred M. "In China, the Pendulum is Swinging." NEW YORK TIMES, July 17, 1979, p. C4.

Maoist educational policies failed, especially during the Cultural Revolution, but the post-1976 return to academic...
EDUCATION, GENERAL

standards is not assured success. The lesson for U.S. in China's experimentation with schooling is to avoid centralized planning and strive for open access and equal opportunity.


Hobbs, Lisa. "How the Oldest Civilization in the World Brings Up Its Youngest Members; an Intimate Glimpse of Child-Rearing in China Today, With Its Suggestive Contrasts to Our Own Way of Life." PARENTS, 47, 4 (April 1972), 52-53, 58-62. Describes day care, enabling mothers to work; rural teachers who must farm for a year while living with peasants to understand their students; and work/study programs, ways politically conscious students apply to the university, and puritanical sex attitudes.

EDUCATION, GENERAL


Sections on Reforming the Family System, Mobilizing Women for Nation-Building Tasks Outside the Home, Controlling Population Growth, Policy Toward the National Minorities, Thought Reform of Intellectuals, and Educational Policy.


Mao's thought strengthened the view that sport is structurally related to culture. Compares U.S. and Chinese use of social control, rewards; and skills training in sport.


Chapters on Education, Science and Technology, Art and intellectual Expression.

Hubbard, George David. EDUCATION IN CHENG TU, SZE CHUAN. Oberlin, OH: Oberlin College Laboratory Bulletins, 29, 1923.

Survey of education at all levels in Chengtu. Higher education included seven government colleges (their funds much reduced because of military unrest) and West China
EDUCATION, GENERAL

Union University, supported by five mission boards in Britain, Canada, and the U.S. Few girls and women studied beyond the primary level.


EDUCATION, GENERAL

Language and linguistic reform, literature including leading writers and politicized writer-reformers before and since 1949; also theater, opera, dance, cinema, painting and the decorative arts, handicrafts, sculpture, music, and sports and mass recreation.


Kawai, Shingo. "MINZOKUSHUGITEKI KEIKŌ O CHŪSHIN TO SHITE MITARU KYŪ CHŪGOKU KOKUMINTŌ NO KYŌiku SEISAKU NO RINKAKU" (An Outline of the Educational Policy of the Former Kuomintang, with Special Attention to its Nationalistic Orientation). REPORTS OF THE EAST ASIA RESEARCH INSTITUTE, 7 (December 1940), 1-49. In Japanese. Critical but undocumented account of education under the Nationalist Government and its antiforeign spirit.


Students have played an important political role because both the Nationalists and Communists politicized education. Communists have stressed literacy and worker-peasant education but have not solved such problems as schooling for minorities and language simplification.

Kosters, J. "DAS CHINESISCHE SCHULWESEN" (The Chinese Educational System). ZEITSCHRIFT FÜR MISSIONSWISSENSCHAFT, 2 (1912), 49-64. In German.

Survey of higher education, secondary education, and literacy education. Statistics on schooling at all levels. Appendix on research activities of Academia Sinica.

Republican China's Ministry of Education stimulated Western education, set up a four-three-three school plan, adopted new textbooks, and held a national education conference (1912) to promote schooling nationwide, with elementary education as first priority.

The three-tiered examination system, begun in 1977 to select students for junior and senior high school and university, perpetuates inequality because of economic advantage and because educated families, by coaching, can give them an advantage. Thus children from worker-peasant families
EDUCATION, GENERAL

receive less education, attain lower positions, and the gap between them and children from intellectual/cadre families widens.


Despite centrally set expenditure ceilings and policy directions, education and health care vary greatly among China's provinces because of local leadership, funding, and citizen demands.


Post-Mao educational changes: increased emphasis on classroom achievement, expanded use of testing, and heightened dignity for teachers.

Lanneau, Sophie S. "The Schools of Soochow: A Survey." CHINESE RECORDER, 48, 7 (July 1917), 423-34.

Rapid changes in government education in Soochow: several kindergartens; 40 primary schools; seven higher primary schools; one provincial secondary school; two provincial normal schools (men, women); and provincial technical, agricultural, and medical schools.


Report from experts sent at China's request to assist development of the educational system and facilitate international educational contact. Recommendations were to strengthen authority of the Ministry of Education; to establish administrative links from district to province to Ministry; to have higher education controlled by the Ministry, secondary education by the province, and primary education by the district; to reorganize teacher education and benefits; to
EDUCATION, GENERAL

provide four to six years of compulsory schooling and improve secondary and higher education; and to send Chinese specialists to Europe to study curricula and textbooks. See entry 921.


Using land to finance schools and help bright youths taking civil service exams began 1023 A.D. and was confirmed by a Ming dynasty edict. After civil service system was abolished and Western education grew, the scholar became less an object of community admiration and support and more a family and individual responsibility.


Despite the uncertain political climate, physical education (including health education) has an acknowledged place in the school curriculum.


Short descriptions of schools at all levels, science and technology developments, elitism and the educational level of the People's Liberation Army, and the Red Guard units.


Found on third China visit (1981) vast differences between urban and rural education. Some areas resisted Cultural Revolution changes.
EDUCATION, GENERAL

Mauger, Peter et al. EDUCATION IN CHINA. Modern China Series No. 5. London: Anglo-Chinese Educational Institute, 1974.

Articles on "Imperial Past to Socialist Present," Peter Mauger; "Kindergartens," Sylvia Mauger; "Primary Schools," W.P. Edmonds; "Middle Schools," Roland Berger; "Universities," Patrick Daly; and "Examinations," Valerie Marett.

Maybon, Albert. "LA RÉFORME SCOLAIRE EN CHINE" (Educational Reform in China). REVUE MONDIALE, 68 (November 15, 1907), 228-42. In French.


Meng, Chih. "Recent Educational Events in China." EDUCATIONAL REVIEW, 45 (March 1931), 142.

A brief summary of educational reform in China.


Short factual accounts on general aims, administration, finance, structure and organization, curricula, teacher education; with school ladder chart.


Continues the COMpendium of LAWS AND ORDINANCES ON EDUCATION covering March 1937—June 1934.

Education laws and ordinances in force, 1933.


School laws and regulations, including those still in force from the former Peking government, are grouped under such headings as schools and colleges, social education, educational and academic organizations, and students abroad.


From late Ch'ing period to 1931, with much material after the establishment of the Nationalist Government. Covers educational policies, educational systems and government administration, laws and regulations, general state of education (survey for 1931), statistics, and miscellany (chronology, Boxer indemnity fund, list of textbooks, educational research, and Who's Who).


Report of the May 1928 national conference of educators held in Nanking with over 400 proposals made, together with speeches, statements, and amendments.

Ministry of Education, Peking, ed. CHIAO-YÜ-PU HSING-CHENG CHI-YAO (A BRIEF ACCOUNT OF THE
EDUCATION, GENERAL

ADMINISTRATION OF THE MINISTRY OF EDUCATION.

Education in the early Republic: administration, general education, middle schools, normal schools, colleges, special schools, social education, popular education, public libraries, museums, and exhibits.


Forty tables list enrollments at each school level, numbers of teachers and professors, numbers of schools, and budgets.

Monroe, Paul. CHINA: A NATION IN EVOLUTION.
Teachers College, Columbia University, professor visited China often, beginning in 1913 when Chinese education authorities requested his advice. Surveys Chinese life and politics. Chapters on "Modern Education and the Student Movement" and "Christianity and Mission Work." Concludes that education needs to apply Sun Yat-sen's fourth and fifth principles and that Christian missions must hand over leadership to the Chinese.


Essays include "Report on Education in China, 1922," "Students and Politics in China, 1926," and "Mission Education." They analyze education at all levels, explain key role of students in politics, outline the need to end such Western treaty advantages as extraterritoriality, urge mission schools to help Chinese students understand their own culture, and stress teacher training.


Orleans, Leo A. PROFESSIONAL MANPOWER AND EDUCATION IN COMMUNIST CHINA. National Science
EDUCATION, GENERAL


Striking features of education include rapid expansion of formal and informal education; flexibility, depending on local resources; and inadequate system for collecting and reporting statistics. Describes the school system and problems in training professional manpower.


New seriousness about education is one theme of these eight essays which focus on Chinese art, literature, politics, foreign policy, society, and economic development.


After Mao’s death (1976), schools stressed academic achievement over ideology as part of the drive for economic development and modernization.


Describes structure and aims of China's schools in the early 1970s. Identifies as common characteristics of Chinese and U.S. education uplifting the disadvantaged and combining work and study.


Party schools and May 7th cadre schools are not, as the Gang of Four alleged, for punishment but for ideological
renewal through private study and productive labor. Ministry of Education Conference in September 1977 listed as higher education entrance requirements: ages 20-25 (age 30 for those with special skills), unmarried, good political background, and high school attainment equivalency. Also listed graduate school qualifications.


PEOPLE'S DAILY. "Primary and Middle School Operation in Urban Areas." CURRENT BACKGROUND, 870 (January 27, 1969), 1-43.

Newspaper and periodical articles on education, 1949-1959, written in commemoration of the tenth anniversary of the founding of the People's Republic. Official reports by local educational administrators are arranged by province and municipality under regions.

Péri, Noël. "L'EDUCATION NOUVELLE EN CHINE" (The New Educational System in China). REVUE DE PARIS, 14, 11 (June 1, 1907), 473-94; 14, 12 (June 15, 1907), 873-94. In French.

Despite Mac's success in linking schooling with labor and the Cultural Revolution's boost to workers and peasants, school policy reverted to the Communist Party and the curriculum remained conservative.

EDUCATION, GENERAL

Changes in education after 1949. Cites dangers in slavish devotion to ideology and emphasis on the practical. Includes primary, secondary, and higher education, along with the campaign against illiteracy.


"Recent Developments in Chinese Education." CURRENT SCENE, 10, 7 (July 1972), 1-6.
Critical of the Cultural Revolution's disruption of higher education and the failure to educate specialists and skilled workers. Other developments: increasing universal primary education in rural areas to five years, recruiting worker-peasant-soldiers for university admission, and restoring academic curriculum.

"The Reorganization of Public Education in China (Work of the Commission of Experts of the League)." BULLETIN OF INTELLECTUAL COOPERATION, 13 (January 1932), 577-86.
Itinerary and educational recommendations of the Commission of Experts of the League of Nations. See entry 882.

How Teng Hsiao-ping's 1979 policy statement relating education to science, technology, and modernization affected students from universities down to primary schools. Depicts frustration among rusticated youth and other rural students for whom higher education is often less accessible than for urban youth. Higher education admissions standards exclude all but the best students.

EDUCATION, GENERAL

Examines the educational system and the relationship between formal and nonformal instruction.

"Institutions" section lists universities and officers in the Academy of Sciences, the Research Institutes of the Chinese Academy of Sciences, the Chinese Academy of Medical Science (Peking), and the Academy of Chinese Traditional Medicine (Peking). Lists volumes in major libraries, statistics on dramatic groups and theaters, and statistics on each school level. Vol. 2, 1979, includes "Changes Made by the Draft Plan for a Ten-Year Full-Time Teaching System for Primary and Middle Schools," a list of 88 post-Cultural Revolution designated Key Institutions of Higher Learning, and "Education Enrollment by Certain Provinces (1949-1977)." Vol. 3, 1980, added a "Communications and Culture" section containing titles of plays, operas, dance and music, books, new or resumed journals, and films and themes they presented in 1979. Vol. 4, 1981, added titles and themes of TV plays; science, technology, and museum statistics; enrollments of national minorities in higher education; Chinese students abroad; and foreign students in China. Vol. 5, 1982, has section on "Military Schools."

Articles from 1979-80 issues of China's POPULAR EDUCATION and RED FLAG correct ultraleftist distortions of Mao's educational thought, reject the Cultural Revolution's putdown of intellectual effort in education, reaffirm the value of higher education as essential to the national economy, reaffirm different school curricula and methods of financing to support the "four modernizations," explain sending urban youth to work in rural communes (rustication) to aid the national economy (rather than for ideological
EDUCATION, GENERAL

reasons given during the Cultural Revolution), urge schools to concentration on the 96 percent of youths who go to work and not on the four percent who go to higher education (in this regard, urges more vocational schools to help more students get jobs), laud the Television University and other ways to expand further education, and urge expanding rural educational opportunities where 80 percent of the people live (about 30 percent of young to middle-aged rural people are still illiterate. This problem is the main weakness of Chinese education).


Twenty-one articles from Chinese publications of late 1977 and early 1978 document changes in education after late 1976. Articles are on upgrading science and technology, raising the quality of education, restoring higher education entrance requirements, and in general restoring "expertness."


Collection of writings by Chinese people about life in China. Education, women's status, the family, religion, land reform, the Confucian heritage, and dissent are discussed.


Firsthand accounts by Chinese about life in their country are arranged in four sections: the Cultural Revolution; the economic revolution; population, pollution and health care; and China and the world. Higher education and training and the status of intellectuals are treated.


OBSERVATIONS ON THE RELATIONS BETWEEN
EDUCATION, GENERAL


Summarizes Cultural Revolution education reforms and changes since 1976. Describes post-kindergarten schooling, noting differences between post-secondary schooling in rural areas (nearly all of it "unconventional" because so few complete secondary school) and in urban areas, where traditional higher education is common.


Essay on education during Republic period is followed by selected Ministry of Education documents: general regulations, administration, schools and colleges, social education (adult education), and educational and academic organizations.


Surveys income differentials among agricultural, industrial, and governmental workers and the accessibility of social services such as health and education to different sectors of society in China.


No school "system" in Western sense. Memorization in private elementary schools of stereotyped literary essays from Confucian classics and standard commentary.


Long-time China watcher, who taught at Yenching University in the 1930s and lived for a time after the Long March
EDUCATION, GENERAL

with Communists in Yenan, returned to China in 1961. Many references to schooling and education policy. Has chapters on "Science and Education" and on "Ministry of Spare-Time Education." Defends the Communist insistence on combining book knowledge with physical labor.

Soulié de Morant, Charles Georges. "L'INSTRUCTION PUBLIQUE À YUANNAN-FOU" (Public Education in Yunnan-fu i.e., Kunming)). REVUE INDO-CHINOISE, 10, 85 (July 15, 1908), 1-10. In French.


The chapter (in a book on social, economic, and political conditions and problems in Honan, Hupeh, Kiangsi, Kwangtung, and Kwangsi provinces) reviews Nationalist educational development and major changes the Communists made. The Communist goal has been to use education for socialist remolding. Curricula, textbooks, and admissions policies have been revised, labor education and physical education begun, and schools for national minorities opened.


About education in provinces of Shantung, Kiangsu, Anhwei, Chukiang, and Fukien. Reviews its status under Nationalists; examines major education movements launched by Communists. Cites severe teacher shortage (East China teacher training schools in 1952 had 72,900 students). Worker education in spare-time schools of East China enrolled in 1951 440,000, many seeking literacy. East China, despite having more resources than many areas, lacked instructional aids and appropriate textbooks.

Hopei and Shansi provinces (North China) under Nationalist rule in 1947 had 21 higher education institutions, over 7,000 primary schools, and 210 secondary schools. In 1954, under Communist rule, they had 40 higher education institutions. Hopei Province had 8,693 primary schools in 1954, and major educational reforms were underway in both Hopei and Shansi.

Major Communist school emphases, 1949-54, were thought reform, labor education, and physical education movements. Reviews changes at each school level. By 1954 the Communists reported having four million minority students attending schools.

A STATISTICAL SURVEY OF CHINESE EDUCATION.
Society for the Improvement of Chinese Education Series, No. 4. Shanghai: Commercial Press, 1930?
Statistics on students and teachers during May 1922-April 1923.

Current school structure and enrollment patterns of secondary and higher education. Urges study of present textbooks as a key to understanding educational direction.

Covers kindergarten to college, red and expert, ethnic groups, modernization, work-study, moral education in Shanghai, and key colleges and universities.

Taga, Akigoro, ed. KINDAI AJIA KYÖIKUSHI KENKYÜ, JO (STUDIES OF THE HISTORY OF EDUCATION IN ASIA IN
EDUCATION, GENERAL

Late Ch'ing China movements for a modern educational system, modern teacher training, and physical education.

Covers curriculum revision, study abroad (709 professors and lecturers went abroad to teach or do research while 713 students pursued advanced studies abroad), teacher education, and government efforts to accommodate teachers and students who fled from war areas.

In Manchuria, education, though as in all China an indoctrination tool, has expanded rapidly. Its technical education, because of Japanese industrialization, is the best in China, and Soviet influence is very great.

Headings: The Chinese Village, Illiteracy and Education, Elementary Education, Compulsory Education, Training of Village Teachers, Peasant Education in Soviet China, the People's Education Movement.

Teng, S.Y. "Education and Intellectual Life in China After the Cultural Revolution." CONTEMPORARY EDUCATION, 45, 3 (Spring 1974), 174-82.
Compares Mao Tse-tung's views on education with those of Confucius and other early Chinese scholars. Author also contrasts his 1972 observations of educational institutions at all levels with recollections of his own boyhood experiences in Chinese schools.

Terrill, Ross. 800,000,000: THE REAL CHINA. New York: Laurel Press, 1972. Education, politics, and foreign policy are included in an Australian scholar's account based on conversations with Chou En-lai, other high officials, scholars, workers, and students.

Tobar, Jerome. "LA RÉFORME DES ÉTUDES EN CHINE" (Educational Reform in China). ÉTUDES, 97, 5 (December 5, 1903), 703-17. In French.

Tong, Hollington K., ed. CHINA HANDBOOK 1937-1945: A COMPREHENSIVE SURVEY OF MAJOR DEVELOPMENTS IN CHINA IN EIGHT YEARS OF WAR. New York: Macmillan, 1947. Among its 24 chapters on developments, 1937-45, is one on "Education and Research," which examines accomplishments and problems at all school levels and in research institutes. Includes enrollment statistics. Protestant and Catholic educational work is examined in the chapter "Christian Movement." The supplement for 1946 includes an education section.

EDUCATION, GENERAL

Taiwanese author, critical of Communist education as repressive, traces education of nobility, pre-722 B.C.; Confucius and his 3,000 students; civil service exams, 132-1903; and Japan's influence.

Tsen, Tsouming. "L'INSTRUCTION PUBLIQUE EN CHINE" (Public Schools in China). COOPERATION INTELLEC-TUELLE, 2, 16 (April 15, 1930), 153-60. In French.
Describes higher education (including four universities), primary and secondary schools, public technical schools, and private schools run by associations and foreign missions.

Tyau, Min-ch'ien T.Z., ed. TWO YEARS OF NATIONALIST CHINA. Shanghai: Kelly and Walsh, 1930.
Information from Nationalist ministries illustrates administration and developments in education (pp. 211-27), civil service (pp. 353-60), Academia Sinica (pp. 399-411), and other aspects of government.

Includes national aims of education, educational policies, national system of education, legal basis of education, educational administration, and statistics.


Chapters on education: Kaigo Tokiomi, "Characteristics of Modern Chinese Education," about education at all levels, including mass education; Kobayashi Sumie, "History of Modern Chinese Education," discussion of traditional and
Western-style schooling; and Sanetō Keishū, "History of Study Abroad in Modern China," about students in Europe, Japan, and the U.S.

Comprehensive survey of education at all levels—organization, administration, finance, curriculum—with enrollment and other statistical tables.

Comprehensive survey of education at all levels—organization, administration, finance, curriculum—with enrollment and other statistical tables.

Comprehensive survey of education at all levels. Cites great strides in enrollment since 1912 and discusses such problems as uneven quality of instruction, low enrollment in science and technology, and poor research facilities at universities.

Brief history of education recounted through educational laws: late Ch'ing dynasty to Republic, to 1922, to 1933; national, provincial, and district administration; and statistics for each school level.

Repudiates the popular belief that to study is to desire to become an official.
EDUCATION, GENERAL


"Education, Intellectual Expression, and the Arts" chapter, pp. 191-231, includes Education: modern, post-1949, since the Cultural Revolution; Literary and Intellectual Expression: Confucian classics, philosophy, history, research, creative writing; Performing Arts: drama, dance, music, puppetry, motion pictures; Visual Arts and Handicrafts: graphic arts, museums. "Science and Technology" chapter, pp. 457-94, includes political supervision, Chinese Academy of Sciences, research institutes, and nuclear development. Education is also treated in "Labor Requirements, Skills, Training, and Allocation" section of Labor chapter, pp. 501-05.


After the Cultural Revolution China's leaders reacted openly against Soviet and failed Chinese urban models. Education discussed in: Urban Political Economy, Family Behavior, and Quality of Life. Education is treated in: The Quest for Equality and Security, and Social Services and Supplies. Authors credit China with achieving widespread adult literacy, increasing educational attainment, universalizing access, and reducing status-related school disparities.


Elements and tensions within Chinese cultural, social, and political life. Examines national economy and international relations. "Youth" chapter describes major Communist educational innovations, emphasis on manual labor, and the rustication movement. "Science and Technology" chapter shows tension between scientific needs and Mao's suspicion of intellectuals.

Chapters on science, technology, and education. Statistics: school enrollment, 1949-65; higher education graduates, 1948-66; and lists of research institutes and medical schools. See entry 2381.