Focusing on secondary education in China, primarily since the Communist victory in 1949, this annotated bibliography contains 24 items. The listed items include books, journal articles, newspaper stories, examples of secondary Chinese educational materials, and reports from western educators traveling in China. Emphasis is placed on educational policy changes during and after the Cultural Revolution. Annotations include author, title, and a brief descriptive annotation. (CFR)
SECONDARY EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA:

ANNOTATED BIBLIOGRAPHY

by

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Secondary Education in the People's Republic of China:

Annotated Bibliography

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A 1971 visitor to secondary schools (called middle schools) noted differences in curriculum and length of term between urban and rural schools.

Chang, K.L. "A Study of the Attitudes and Interests of Chinese Middle School Students." YENCHING STUDY OF PSYCHOLOGY, 2 (1932), 1-34.
Studied attitudes of about 1,900 secondary school boys and girls. Both sexes favored participation in the anti-imperialism (anti-Western) campaign and in seeking life's meaning. Boys worried more than girls about economic pressures. More girls thought Christianity benefited China even though China imitated too much of the Western materialistic life.

Changes Communists made in curriculum, textbooks, and enrollments in secondary education to reflect Communist ideology.
SECONDARY EDUCATION


"Educational Reform in Rural China." CURRENT SCENE; DEVELOPMENTS IN MAINLAND CHINA, 7, 3 (February 8, 1969), 1-17.
Describes the Cultural Revolution's impact on rural secondary education in terms of control, curriculum, and enrollment priority.

Problems and successes encountered in providing middle and higher secondary education to millions of Chinese youth.

Example of a middle school reader with large number of items concerning the West.

Tables and documentation explain Communist changes in all levels of the education system, especially secondary schools. Precise curriculum details for the six-year middle school program, 1956-59, are included. Foresees education problems because of population pressures, poverty, and political ideology.

Stresses that secondary school students are expected to study hard for the motherland and especially for modernization (economic development).
SECONDARY EDUCATION

Interviews (1973-74) with two Chinese youths concerning their secondary school experiences.


Government-supported secondary schools, begun modestly in 1903, were placed under provincial authority. Curricula, per capita costs, and enrollment statistics are given.

Examines evolution of government secondary education since its beginning in 1903 and important changes made by the 1922 reorganization. Major problem is the shortage of qualified teachers.

"Lujiang Middle School—Cradle of Champions." CHINA PICTORIAL, 6 (1984), 12.
Since 1979 a full-time secondary sports school, Lujiang now has 461 students, 23 academic teachers, and 41 athletic instructors. Founded in 1957 as a spare-time sports school, it has trained many world-ranking athletes, including Guo Yuehua, eight-time world table tennis champion.

Report on academic and labor programs of two urban middle schools visited.
SECONDARY EDUCATION

Prybyla, Jan S. "Secondary Education in China." CHINA REPORT, 10, 5-6 (September-December 1974), 114-21. Reviews the system of secondary schools existing before 1966 and the criticism leveled against the full-time schools by Maoists during the Cultural Revolution. In 1974 found a pervasive undercurrent of anti-intellectualism.

"Reforming Middle School Education." BEIJING REVIEW, 23, 35 (September 1, 1980), 5-6. Combining vocational education with academic studies is part of the plan for improving secondary schools.


"Revolution in Education in a City Middle School (Lanchow No. 5 Middle School)." CHINA RECONSTRUCTS, 18, 9 (September 1969), 14-17. Work-study arrangements are shown as propaganda teams, during the Cultural Revolution, take control of Lanchow No. 5 Middle School, determined to end bourgeois intellectual influence.

Shirk, Susan L. COMPETITIVE COMRADES: CAREER INCENTIVES AND STUDENT STRATEGIES IN CHINA. Berkeley: University of California Press, 1982. Interviews with 31 secondary students supported the contention that ambitious young people, keenly sensitive to political pitfalls, prefer to concentrate on academic excellence. Except during the Cultural Revolution, China has rewarded educational achievement.

SECONDARY EDUCATION

According to Mao, theory and practice are both indispensible. Individual differences are recognized, and stress is placed on the individual working with the teacher rather than the group. Criteria for teacher, students, and the administration are outlined.

Practical work is an integral part of the curriculum, planned and carried out with community cooperation. Middle school graduates' work experiences equip them for jobs in factories, on farms, or in the army.

"Training More Capable People: Tungshan Middle School, Then and Now." CHINA PICTORIAL, 7 (1978), 8-11.
Tungshan Middle School was founded in 1913 to oppose the warlord who controlled education. The Party in 1925 opened a branch there. As a leading school after 1949, Tungshan (Kwangtung Province) in 1978 was designated a key middle school.

"Urban Educational Revolution in Progress; a School Managed by Workers and Linked Up with a People's Commune and a PLA Unit." PEKING REVIEW, 12, 7 (February 14, 1969), 3-7.
Describes a factory-run secondary school in Lanchow City, Kansu Province.