

# Radicalism and Education Reform in Twentieth-Century China

*The Search for an  
Ideal Development Model*



**SUZANNE PEPPER**

# Educational Reform In Early Twentiethcentury China

**Xiaobing Li,Qiang Fang**



## **Educational Reform In Early Twentiethcentury China:**

Educational Reform in Early Twentieth-century China Marianne Bastid,1988 Marianne Bastid Bruguier's important study on the work of Zhang Jian and the educational reforms in the last years of the Qing dynasty 1901-1912 Education, Culture, and Identity in Twentieth-century China Glen Peterson, Ruth Hayhoe, Yongling Lu, 2001 A comprehensive collection on twentieth century educational practices in China

**Radicalism and Education Reform in 20th-Century China** Suzanne Pepper, 2000-07-10 The first comprehensive book to cover the whole sweep of twentieth century Chinese education

**China, 1895-1912 State-Sponsored Reforms and China's Late-Qing Revolution** Zhongguo Jindai Shi, Douglas R. Reynolds, 2017-07-05 Offering recent scholarship in Chinese historiography this text focuses on radical even revolutionary changes of the period 1895-1912 The book investigates intellectual and institutional changes associated with the government's Xinzheng or New Systems reforms Routledge Handbook of Revolutionary China Alan Baumler, 2019-08-12 The

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**The Politics of Language in Chinese Education** Elisabeth Kaske, 2008 Viewing education as the central battleground over the status of language this book investigates the language policies of various social agents in early 20th century China and offers a comprehensive and fascinating analysis of the emergence of China's national language

**A Century of Student Movements in China** Xiaobing Li, Qiang Fang, 2019-12-02 In this book the authors offer their unique perspectives on the important roles Chinese students and intellectuals played in the shaping of the twentieth century China Their answers to these pivotal questions explore new nationalistic spirit modern world views and willingness of self sacrifice which had attributed to the spontaneous actions of the students as a New Culture emerged during the May Fourth Movement These articles show how China nurtured these spontaneous student movements even though the Nationalist Party in the Republic of China and the Communist Party in the People's Republic had exerted tight control over schools Both governments established organizations as well as operations among students that effectively turned some of the student movements into a political instrument by the parties for their own agenda

**A School in Every Village** Elizabeth R.

VanderVen,2012-01-15 In the early 1900s the Qing dynasty implemented a nationwide school system to buttress its power Although the Communists contemporary observers and more recent scholarship have all depicted rural society as feudal and these educational reforms a failure Elizabeth VanderVen draws on untapped archival materials to show that villagers and local officials capably integrated foreign ideas and models into a system that was at once traditional and modern Chinese and Western Her portrait of education reform both challenges received notions about the modernity tradition binary in Chinese history and addresses topics central to debates on modern China including state making and the impact of global ideas on local society

**China's Universities, 1895-1995** Ruth Hayhoe,2017-12-12 This reissue 1996 provides an in depth analysis of the development of the Chinese university during the twentieth century a period of momentous social economic cultural and political change It brings together reflections on the Chinese university and its role in the two great experiments of modern China Nationalist efforts to create a modern state as part of capitalist modernisation and the Communist project of socialist construction under Soviet tutelage In addition to these two frames of discourse other models and patterns are examined for instance the persistence of cultural patterns or Maoist revolutionary thought

**Hui Muslims in the Shaping of Modern China** Bin CHEN,2025-11-04 Chen examines the Chinese Nationalist government's distinctive support for private Muslim teachers schools between the 1920s and 1940s and explores the complex relationship between these institutions and the Chinese state during the Republican period In 1933 the government issued the Teachers Schools Regulations mandating that all teachers schools be state run However the Nationalists viewed private Muslim teachers schools as valuable allies in their efforts to assert influence in China's Muslim dominated northwestern frontier region and deliberately refrained from enforcing the 1933 Teachers Schools Regulations on them Instead the government applied the 1933 Amended Private Schools Regulations which did not specifically address teachers schools to govern Muslim teachers schools By charting the evolving dynamics between the Nationalist state and Chinese Hui Muslims this book reevaluates the Hui Muslims role in shaping modern China Offering crucial context on the role of Islam in modern China this book is a valuable resource for scholars and students of Chinese history as well as for policymakers and journalists interested in religion in China

*Revolution As Restoration* Tze-Ki Hon,2013-03-01 *Revolution as Restoration* examines the journal *Guotui xueaao* 1905 1911 to elucidate the momentous political and social changes in early twentieth century China Rather than viewing the journal as a collection of documents for studying a thinker e.g. Zhang Taiyan a concept e.g. national essence or an intellectual movement e.g. cultural conservatism this book focuses on the global network of commerce and communication that allowed independent publications to appear in the Chinese print market As such this book offers a different perspective on the Chinese quest for modernity It shows that from the start the Chinese quest for modernity was never completely orchestrated by the central government nor was it static and monolithic as the teleology of revolution describes Book jacket

**U.S.- China Educational Exchange** Hongshan Li,2007-12-01 U.S. China relations became increasingly important and

complex in the twentieth century While economic political and military interactions all grew over time the most dramatic expansion took place in educational exchange turning it into the strongest tie between the two nations By the end of the 1940s tens of thousands of Chinese and American students and scholars had crisscrossed the Pacific leaving indelible marks on both societies Although all exchange programs were terminated during the cold war the two nations reemerged as top partners within a decade after the reestablishment of diplomatic relations Approaching U S China relations from a unique and usually overlooked perspective Hongshan Li reveals that both the drastic expansion and complete termination of educational ties between the two nations in the first half of the twentieth century were largely the results of direct and deep intervention from the American and Chinese governments Benefiting from government support and collaboration educational exchange succeeded in diffusing knowledge and improving mutual understanding between the two peoples across the divide of civilizations However the visible hand of government also proved to be most destructive to the development of healthy intercultural relations when educational interactions were treated merely as an instrument for crisis management

The Third Delight Rui Yang, 2018-10-24 Globalization and internationalization are salient features of our times in significant modern and post modern social theories This study contributes to the literature and delineates a comprehensive picture of China's higher education internationalization with an analysis of its costs and benefits set in an international comparative perspective

**Nine Chapters on Mathematical Modernity** Andrea Bréard, 2019-06-25 The book addresses for the first time the dynamics associated with the modernization of mathematics in China from the nineteenth to the mid twentieth century from a transcultural global historical perspective Rather than depict the transformations of mathematical knowledge in terms of a process of westernization the book analyzes the complex interactions between different scientific communities and the ways in which the past modernity language and mathematics were negotiated in a global context In each chapter Andrea Bréard provides vivid portraits of a series of go betweens such as translators educators or state statisticians based on a vast array of translated primary sources hitherto unavailable to a non Chinese readership They not only illustrate how Chinese scholars mediated between new mathematical objects and discursive modes but also how they instrumentalized their autochthonous scientific roots in specific political and intellectual contexts While sometimes technical in style the book addresses all readers who are interested in the global and cultural history of science and the complexities involved in the making of universal mathematics While the pursuit of modernity is in the title entanglement is of as much interest Using the famous Nine Chapters as a framework Bréard considers a wide range of that entanglement from divination to data management Bréard's analysis and thought provoking insights show once again how much we can learn when two cultures intersect A fascinating read John Day Boston University

**Gender and Education in China** Paul J. Bailey, 2007-02-12 Gender and Education in China analyzes the significance impact and nature of women's public education in China from its beginnings at the turn of the twentieth century Educational change was an integral aspect of the early twentieth century

state building and modernizing reforms implemented by the Qing dynasty as a means of strengthening the foundations of dynastic rule and reinvigorating China's economy and society to ward off the threat of foreign imperialism. A significant feature of educational change during this period was the emergence of official and non-official schools for girls. Using primary evidence such as official documents, newspapers, and journals, Paul Bailey analyzes the different rationales for women's education provided by officials, educators, and reformers, and charts the course and practice of women's education, describing how young women responded to the educational opportunities made available to them. Demonstrating how the representation of women and assumptions concerning their role in the household, society, and polity underpinned subsequent gender discourses throughout the rest of the century, *Gender and Education in China* will appeal to students and scholars of Chinese history, gender studies, women's studies, as well as an interest in the history of education.

**The Power of Words** Glen Peterson, 2011-11-01 This book is a social and political history of the struggle for literacy in rural China from 1949 until 1994. It aims to show how China's revolutionary leaders conceived and promoted literacy in the countryside and how villagers made use of the literacy education and schools they were offered. Rather than focusing narrowly on educational issues alone, Peterson examines the larger significance of PRC literacy efforts by situating the literacy movement within the broad context of major themes and issues in the social and political history of post-1949 China. Following the recent trend toward regional and local history, this book focuses on the linguistically diverse, socially complex, and politically awkward southeastern coastal province of Guangdong. As well, Peterson conducted interviews with local officials and teachers in several Guangdong counties in 1988 and 1989.

*Chinese Local Elites and Patterns of Dominance* Joseph W. Esherick, Mary Backus Rankin, 2024-06-04 This important volume affords a panoramic view of local elites during the dramatic changes of late imperial and Republic China. Eleven specialists present fresh, detailed studies of subjects ranging from cultivated upper gentry to twentieth-century militarists, from wealthy urban merchants to village leaders. In the introduction and conclusion, the editors reassess the pioneering gentry studies of the 1960s, draw comparisons to elites in Europe, and suggest new ways of looking at the top people in Chinese local social systems. *Chinese Local Elites and Patterns of Dominance* lays the foundation for future discussions of Chinese elites and provides a solid introduction for non-specialists. Essays are by Stephen C. Averill, Lenore Barkan, Lynda S. Bell, Timothy Brook, Prasennjit Duara, Edward A. McCord, William T. Rowe, Keith Schoppa, David Strand, Rubie S. Watson, and Madeleine Zelin. This title is part of UC Press's Voices Revived program, which commemorates University of California Press's mission to seek out and cultivate the brightest minds and give them voice, reach, and impact. Drawing on a backlist dating to 1893, Voices Revived makes high-quality peer-reviewed scholarship accessible once again using print-on-demand technology. This title was originally published in 1990.

*The Study of Language and the Politics of Community in Global Context* David L. Hoyt, Karen Oslund, 2006-01-01 The essays in this volume suggest that the emergence of language as an autonomous object of discourse was closely connected with the consolidation of new and sometimes

competing forms of political community in the period following the French Revolution and the global spread of European power     **Teachers' Schools and the Making of the Modern Chinese Nation-State, 1897-1937** Xiaoping

Cong,2011-01-01 During the educational and social transformations in politically tumultuous early twentieth century China Chinese teacher s schools played a critical role They were a force in the changes that swept Chinese society bridging Chinese and Western ideals empowering women and contributing to rural modernization This innovative account examines the social and political aspects and impacts of these schools their role in a society in transistion and their production of grassroots forces that lead to the Communist Revolution     **Beyond Citizenship: Literacy and Personhood in Everyday China, 1900-1945** Di Luo,2022-09-19

Beyond Citizenship focuses on the role of literacy in building a modern nation state by examining the government provision of adult literacy training in early twentieth century China Based on untapped archives and diaries Di Luo uncovers people s strategic use of literacy and illiteracy in social interactions and explores the impact of daily experiences on the expansion of state power Highlighting interpersonal and intergroup relations Beyond Citizenship suggests a new methodology of studying literacy which foregrounds the agentive role of historical actors and so moves away from a more traditional approach that treats literacy itself as the key factor enabling social change

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