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Chinese Secondary Education

Pao H. Mao

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CHINESE SECONDARY EDUCATION

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A Thesis Submitted as a Partial Requirement
for the Degree of Master of Arts

Department of Education

by

Pao Heng Mao

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BUTLER UNIVERSITY

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June 15
Nineteen Hundred Twenty-five
TABLE OF CONTENTS

I. Introduction .......................................................... 1
II. The Aim of Secondary Education ...................................... 3
III. The Secondary School System ......................................... 5
IV. Secondary School for Boys ........................................... 7
V. Secondary School for Girls ........................................... 9

A. Teaching the Female Student ........................................... 11
B. The Discipline in the Female Secondary School ................. 13
C. The Qualifications and Training of Teachers ....................... 15
D. Administration ........................................................ 17
I. Introduction ............................................. 1-3

II. The Aims of Secondary Education
   A. During the Manchu Dynasty .................. 4-7
   B. Since the Establishment of the Republic .... 7-10
   C. The Present Tendency ............................ 10-12

III. The Secondary School System
   A. During the Manchu Dynasty .................. 13-15
   B. Since the Founding of the Republic .......... 16-18
   C. Present Day Reforms ........................... 18-21
   D. Secondary School for Girls ................... 21-23

IV. The Secondary School Curriculum
   A. During the Manchu Dynasty .................. 24-27
   B. Since the Founding of the Republic .......... 27-30
   C. Present Reforms ............................... 30-36

V. Methods of Teaching in the Chinese Secondary Schools 37-41

VI. The Discipline in the Chinese Secondary Schools . 42-45

VII. The Qualifications and Training of Teachers .... 46-51

VIII. Conclusion ........................................ 52-61

Bibliography
Chart #1 First Modern Educational System Carried out in 1905. p. 15
Chart #2 Reorganized School System 1912. p. 18
Chart #3 Organization of the New System 1922. p. 20
Chart #4 Number of Hours per Week Spent on the Various Subjects. p. 28

Table #1 Distribution of Pupils in the Secondary and Elementary Vacation Schools. p. 22
Table #2 Number of Hours Each Grade Spent per Week on Each Subject. p. 25
Table #3 Major Literary Course. p. 26
Table #4 Major Industrial Course. p. 26
Table #5 Division of Studies and Time Spent on Various Subjects. p. 29
Table #6 Number of Required and Elective Subjects for Each Year. p. 33
Table #7 Number of Required and Elective Subjects for Each Year and Each Course of the Senior Middle School. p. 36
CHAPTER I

CHINESE SECONDARY EDUCATION
CHAPTER I

It is not easy to define the limits of secondary education. Some persons have periods in which no secondary instruction. The middle period of life then can be called the period for secondary education. Judging by it from the evidence of the country, the principal has established a social system for the education of the people which can be called secondary instruction. With the solution of the various period of various education, it is clear that in the middle years of life, the period from twelve to sixteen is the middle period of secondary education. Secondary education is the period of an individual's life in which the period begins to determine to the student's part to pass the period part in the period of secondary education. Secondary education is the period of an individual's life in which the period begins to determine to the student's part to pass the period part in the period of secondary education. Although the limits of the period vary slightly, yet in general they remain. For that, let us count the secondary education from life to life. In the middle years of life, the period begins to determine to the student's part to pass the period part in the period of secondary education.
It is not easy to define the limits of secondary education. Each person has periods in which he can receive education. The middle period of this time can be called the period for secondary education. Looking at it from the standpoint of society, the government has established a school system for the education of its people which can be called secondary education. With the individual the maximum period of receiving education is from six to twenty-four years of age. The period from twelve to eighteen is the suitable period to term the central part or the period of secondary education. Secondary education constitutes the center of any educational system. In the school of all modern nations the central portion is called secondary schools. Although the limits of the period vary slightly, yet in general they correspond. Now that we have defined secondary education it is well to see what the school laws say about secondary education.

Real secondary education in China dates from the year 1903. In that year the Royal House proclaimed a school law and decided that between the colleges and the primary
school there should be middle schools, to give more advanced general education. Aside from these secondary schools, but of the same grade, there were lower normal schools and secondary agricultural, technical, commercial and industrial schools.

The Republic was established in 1912, there were some reforms in the school system; yet the middle schools and normal and industrial schools of secondary grade remained similar to those of the Manchu Dynasty. So speaking of Chinese secondary education, we must include the ordinary middle schools and vocational schools of the same grade. But from the time of the establishment of the Chinese school system in the field of secondary education, there has been a clear division between the general training of cultural purposes and vocational training for practical economic purposes, but the general cultural education has developed along the line of secondary education.

In October 1922 the government issued a proclamation for a new school system and for the first time it established two kinds of middle schools -- the junior and senior. The junior middle school deals with general education. The senior middle schools, aside from the general cultural courses, established courses in agriculture,
technical branches, commercial subjects, normal training, home economics and similar branches. In the junior middle schools are established various vocational courses according to local needs. So general cultural education and vocational education are melted together into one system. This shows the progress of educational thought in the field of secondary education. China can use the general cultural middle school as the type of secondary education as it accords with the facts of past history. Therefore this thesis will treat of the general course of the "Middle School" as the main type and divide the theme into:

(1) Aims of secondary education
(2) The secondary school system
(3) The secondary school curriculum
(4) Method of teaching
(5) Discipline
(6) Qualifications of the teachers - six divisions with an appendix of statistics from past history and future tendencies.
II THE AIMS OF SECONDARY EDUCATION

A. During the Manchu Dynasty

The term "secondary education" did not exist until 1898, the year which marks the founding of Nanyang College at Shanghai, with two preparatory divisions, the middle school and the primary school. This is said to be the first middle school in China's history of education.

After the Boxer uprising in 1900, the Empress Dowager, having learned a dear lesson, started anew the school reforms. An edict was issued commanding that all provincial colleges in the capital cities of the provinces be turned into modern universities and colleges: that middle schools be established in every prefecture and department; that higher primary schools be established in every district, and lower primary schools in the country at large. In 1903, a special commission was appointed to draw up a detailed plan for a national public school system which was soon put into practice.

As a result, this commission drew up plans which were issued as an Imperial Rescript in 1903. According to this Rescript, "The middle schools offer advanced general education so that after graduation, those who do not enter government employ may find places in different lines of industry. And for those who wish to continue their studies, they may enter the colleges and universities. That all of these students may have a good foundation is the aim of secondary education. An industry increases as the strength of the nation is developed and though the students do not
enter higher instations, the results will not be mean and
partial". From this we can see the aims of the secondary
education at that time can be divided into three parts. (1)
To secure men for general official positions. (2) To pre­
pare for higher education. (3) To perfect common culture.
Thus we see the purpose of education during the Manchu Dynas­
ty was to develop the individual for leadership and service
to the nation, that the country might be made stronger.

The graduates of the secondary schools were given
a literary degree as an indication of their advancement
so that they could either secure a higher education in
preparation for higher leadership, or if they did not enter
college, to indicate that they had received a higher gen­
eral education. They were believed to be able to earn their
livelihood as they wished. Therefore the aim of secondary
education during the Manchu Dynasty could be called one for
leadership and culture. The meaning of the quotation about
the increase of industry is nothing else than the belief that
the "gentleman" will not waste his ability, although he has
not received a real education for life.

In 1909 a change was made in the school organization.
The course in the middle school was divided into two parallel
courses -- one industrial, the other literary, after the plan

of the German schools. The literary division emphasized Chinese classics, Chinese literature, and foreign languages as required subjects and modern sciences elective. The industrial division regarded modern sciences and foreign languages as required and Chinese classics, Chinese literature, etc., as electives. This petition of 1909 says: "The purpose of secondary schools, because the age of the pupils is more advanced, and their purpose in life is already clearly seen, is either to broaden the ancient and present times so as to prepare for political life or to study the arts in order to enrich the nation. So the school is divided into literary and industrial courses. Upon investigation it is found that the condition of the different provinces and the accomplishments of the pupils vary, and their purposes are also different. Some students believe they ought to study the practical sciences, other students regard the literary studies as more suitable. This is according to their endowments. The purpose of some is political and they are diligent in classic studies. The purpose of other is to gain a livelihood and they regard the practical sciences as of comparatively more benefit. This difference is according to the organization of human society." From this we see that the purpose of secondary education already recognized

that the natural bent of the pupils and needs of society were the two principal factors; but the development of leadership and the development of culture were fundamental matters.

B. Since the Establishment of the Republic

The revolution of 1911 was the result of democratic and nationalistic ideas. The aim of education under the republic had these two ideas as its background. Some educators were very much dissatisfied with Manchu education because it developed leaders among the nobles and it was strongly influenced by the old classical culture. Therefore the educators of the republic determined that an important function of the government was to train the common citizens, and those who received the education must develop their abilities as common people. So the educational system had to rid itself of class distinction and become uniform and public. In 1912, the first year of the Chinese Republic, the aim of education was modified. The new aim made education a means for cultivating virtuous or moral character, which is defined by Tsai Yuan Poo, the first Minister of Education, "to be that which instills into the minds of the people the right knowledge of liberty, equality, and fraternity. This moral training is to be supplemented by an industrial and
military education and rounded out by an aesthetic education". In the middle school Regulations, article I we read: "Middle schools are to complete the general education and their aim should be to create and perfect citizens". The second article says: "Special secondary schools for girls are to be called 'Girls' Middle Schools' ". These middle schools for girls are a new thing in China's history and show the democratic and national tendencies.

The purpose of the revolutionary movement was to change the foundation of the government. The republic considered unless these people have established virtues there can not be a true republic. The strength of a republic depends upon the common masses of the people. This insufficiency of the morality of the citizens, this incomplete knowledge and the lack of physical strength, the secondary school pupils whether boys or girls all hope to supply and thus make up the central bulwark of the coming citizenship. In short, secondary education under the Republic everywhere held before the people the coloring of the Republican ideal.

The educational regulations of the Republic established universities and higher technical schools and fixed the middle schools as the only steps on the ladder of

1. Educational Ordinance No. 2., Sept. 2, 1912
entrance to these. This raised the question as to whether the function of the middle school was independent or whether as a preparatory school for college. According to the first article quoted they were independent, but looking to the colleges they were preparatory schools. So the majority of educators recognized that secondary education had both these functions. Altho secondary education was divided into the two classes, general education and vocational education, yet the middle school with a general course did not emphasize vocational training. About sixty per cent of the secondary school graduates did not go to college altho they are said to have completed their general education yet they lacked the knowledge and ability necessary to make a living. In society they could not secure a suitable means of livelihood, and if they had no suitable livelihood, how could they be called prepared citizens? This was the most difficult problem of secondary education. In 1915 the Peking Ministry of Education adopted the resolution of the National Educational Association and issued an order to all the middle schools that in addition to a general course they should offer vocational courses for the pupils who would not enter college. In 1917 the Ministry of Education again issued an order that all middle schools in addition to advanced general education, should investigate local conditions and revise the Board's

1 Report of Ministry of Education. (1915) Vol. 7., p. 25
required studies in accordance with their findings. Therefore, the purpose of middle school education, aside from the general training for citizenship, has gradually added a tendency for more practical education. As related above concerning the purpose of secondary education, all sorts of questions have arisen and there has resulted the most advanced reform movements.

C. The Present Tendency

In 1922 there was a change of the school system. The important points to be stressed on the new system were:

1. To be suitable to the needs of the progress of society,
2. To develop enthusiasm for education in masses,
3. To place for the development of the individuality of the pupil,
4. To have regard for the economic conditions of the people and the practical education for life,
5. So that education may be made universal and to give the course more adapted to local conditions.

In this scheme of secondary education, the junior middle school regards the general education as of prime importance, but also has vocational courses in addition. But the senior middle schools have both general and vocational courses of equal importance. As examples of the new school system we may consider the middle school of Peking National Normal University. The stated aim of the Middle School is [1] To in-

1. Report of Ministry of Education. 1917 Vol. 10., p. 42
2. Report of Ministry of Education. 1922 Vol. 5., p. 22
crease the health of the body.

(2) To instruct in fundamental knowledge.

(3) To develop high moral conduct.

(4) To prepare for college and to develop vocational training.

(5) To develop good citizens and perfect members of the family.

(6) To develop good habits in the use of leisure.

(7) To practice the methods of secondary teaching.

At the Middle School of the Nanking Southeastern University they state their aim as follows:

(1) To study the individual differences

(2) To investigate the needs of society

(3) To distinguish the training for college entrance from purely vocational training. From these, we see that the present purpose of the aim of education is for special and particular abstractions rather than for general. Generally speaking, under the Manchu Dynasty the secondary education was cultural. After the establishment of the Republic it has been to train citizens.

A new social emphasis has arisen and education has come to be looked upon as predominately social. It may well be said that the present fundamental aims of education are:

1. The Pe kin Teacher's College Record. Vol. 3, No. 4, p. 40
2. New Education. Vol. 7, No. 5, p. 277
1. The preparation of the individual as a prospective citizen and cooperating member of society.

2. The preparation of the individual as a prospective worker and producer.

3. The preparation of the individual for those activities which, while primarily involving individual action, the utilization of leisure, and the development of personality, are of great importance to society."

In order to meet these aims the secondary schools have courses to fit the individual for industrial activities and to give a background for higher education in whatever social, political or more highly industrial activity one may desire to enter. The present tendencies are practical and democratic. On the one hand it purposes to perfect the general training of the citizens; on the other hand to develop the individual to meet the needs of society, and to train for practical citizenship. So the general cultural training and the particular training should equally advance and not oppose each other. This is the present tendency and the ideals toward which the republic is working in secondary education.

1. Inglis. Principle of Secondary Education. p. 368
III. THE ANCIENT SCHOOLS KILLED

b. During the Han Dynasty

We have seen in the preceding chapter how the purpose of Chinese secondary education has been developed from the time of its introduction under the Han rulers to the present time. We now proceed to consider the development of the system itself.

After CHAP T ER III year course in the higher primaries the students entered the middle or secondary schools. If a child entered the lower primary at the age of six and studied five years there and four years in the higher primary, when fifteen years of age he would be ready to enter the middle school and graduate at twenty. The government provided one middle school for each prefecture. These schools were known as government schools. The establishment of other schools to meet more adequately the needs of the people depended upon local conditions. Then the local gentry and wealthy gave furnished the funds they might establish middle schools according to the middle school regulations. The schools established were supported by funds from the local wealthy families. These were called Public Middle Schools. If individually furnished the funds the school was known as
III THE SECONDARY SCHOOL SYSTEM

A. During the Manchu Dynasty

We have seen in the preceding chapter how the purpose of Chinese secondary education has been developed from the time of its introduction under the Manchus to the present time. We now proceed to consider the development of the system itself.

After completing a four year course in the higher primaries the students entered the middle or secondary schools. If a child entered the lower primary at the age of six and studied five years there and four years in the higher primary, when fifteen years of age he would be ready to enter the middle school and graduate at twenty. The government provided one middle school for each prefecture. These schools were known as government schools. The establishment of other schools to meet more adequately the needs of the people depended upon local conditions. Then the local gentry and wealthy men furnished the funds they might establish middle schools according to the middle school regulations. The schools established were supported by funds from the local public treasury. These were called Public Middle School. If individuals furnished the funds the school was known as
local or private middle school. In order to establish a public or private middle school the local government had to be petitioned for permission. The same courses and requirements were found in both public and private middle schools, the only essential difference was that of financial support, whether by the government or individuals. The middle school graduates entered the colleges, higher normal schools and all higher professional schools as undergraduates.

In 1909 the Ministry of Education divided the middle school into literary and industrial courses. In every school it was required that both the literary and industrial courses be offered, unless the funds were insufficient. The amount of funds determined whether or not the school had one or more courses. But in the entire province there must be no partiality shown to either course, the government decided the kind of school to be established rather than the local people.

The middle school was established in the prefecture or county, at county expense. Provision was also made for the organization of such schools by the smaller units, if prescribed standards could be met. A tuition fee was charged but the amount was determined according to local conditions. The examination of the graduates of the middle
schools for promotion to higher institutions of learning, was conducted by the governor. In a sense these schools were under the direct control of the Ministry of Education, the system being centralized.

The accompanying chart, No. I, embodies in brief the system as proposed by the Commission.

First Modern Educational System Carried out in 1905

<table>
<thead>
<tr>
<th>School</th>
<th>32</th>
</tr>
</thead>
<tbody>
<tr>
<td>of</td>
<td>31</td>
</tr>
<tr>
<td>Research</td>
<td>30</td>
</tr>
<tr>
<td>5 yrs.</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>28</td>
</tr>
<tr>
<td>University</td>
<td>27</td>
</tr>
<tr>
<td>3 or 4 yrs.</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

| Higher School   | Higher Univ. Higher Indus. | 23 |
| Chin Indus.     | 5 yrs.                      | 22 |
| Shih 5 or 4 yrs. Language School Prep. Normal Indus. | 21 |
| Kuan 1 yr. Prep. | 3 yrs. School 3 yrs. Training | 20 |
| Middle Indus.   | 3 yrs. 1-3 yrs.             | 19 |
|                   | Middle Lower                | 18 |
|                   | 5 yrs.                       | 17 |
|                   | School Normal               | 16 |
|                   | 5 yrs.                      | 15 |
|                   | 1 yr. prep.                 | 14 |
|                   | 2 yrs.                      | 13 |
|                   | Prep.                       | 12 |

| Appren-         | Higher Primary              | 11 |
| tice of Indus.  | 6 yrs.                      | 10 |
| School Primary  | 5 yrs.                      | 9  |
| ½ to 4 yrs. Indus. | Supple-mentary              | 8  |
| yrs. 3 yrs.     | 7  |

Kindergarten
B. Since the Founding of the Republic

Under the Republic the school system was changed. The course of the middle school required four years for graduation, seven years were required in the primary school for entrance, so the age at graduation was three years less than during the Manchu period. The graduates of the middle schools could enter the preparatory college or junior college or higher technical schools or higher normal schools. The middle schools were under the control of the provinces. Each province had a Minister of Education who was appointed by the President of the Republic. This Minister of Education appointed, with the approval of the governor his secretaries. The Provincial Minister of Education and his secretaries made up the Provincial Bureau of Education. The Provincial officials decided the number and location of these schools and reported to the Ministry of Education. The Minister of Education of the Central government, when he deemed it necessary, could order and province to increase the number of schools. Each province provided the budget for the provincial middle schools. Each county aside from the schools established by the province in accordance with the above law, if finances above their needs were provided might establish a middle school for the county or a group of district together might do so. These
were called County Middle Schools. An individual or a private corporation might establish private middle schools according to the school regulations. For the establishment, change and abolition of middle schools the sanction of the Ministry of Education must be obtained.

Since the establishment of the Republic the policy of control has been changed. Secondary education, including the middle schools is left to the provincial authorities. This is one of the excellent features of the reorganized system, for it places a definite responsibility upon a definite authority and provides opportunity for local initiative.

The tuition is fixed by the school concerned, under a scale prepared by the Minister of Education. According to the scale, the fee charged by the middle school ranges from one to two dollars a month and is to be paid once in each school term. School authorities have the right to remit either wholly or in part the tuition fees of poor students and of those who make the best record in school work. The tuition in private schools can be determined by those who establish the schools but must be reported to the provincial authorities.
Chart 2

Reorganized School System 1912

<table>
<thead>
<tr>
<th>Research</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Normal</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>23</td>
</tr>
<tr>
<td>Prep.</td>
<td>22</td>
</tr>
</tbody>
</table>

| Normal   | Indus  |
| School   | School |
| Prep.    | 17     |
| Courses  | 16     |

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supplementary</th>
<th>Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td>14</td>
</tr>
</tbody>
</table>

| Lower | 13 |
| Primary | 12 |

| Lower | 10 |
| Primary | 9  |

C. Present Day Reforms

In 1922 the government proclaimed a new school system. After six years of primary education the pupils can now enter the middle school. The middle school has a six year course. The first three years make up the junior middle school, the second three years, the senior middle school. But each school may be organized to suit the local conditions and have four years of junior middle school and two of senior middle or vice versa. There may be separate junior middle schools according to the needs of the place. The senior middle schools ought to be in connection with a...
junior middle school, but if not suitable to do so, may be established separately. The junior middle schools offer a general cultural course. The senior middle school in addition to the general course may offer agricultural, technical, normal, commercial and domestic science courses. The junior middle school according to local needs may offer one course but in addition may offer several supplementary courses upon graduation. The middle school pupils may enter similar courses in the university. The preparatory college of the old system has been abolished. The graduates of the junior middle school may enter the senior middle school or certain professional schools which offer four or five year courses. According to the results of these changes the age at the completion of the middle school is one year more than under the old system and two years less than under the Manchu regime and the pupils may enter the college courses without further preparation. The industrial schools and the normal schools of the old system come within the limits of the middle school of the new system. The junior and senior middle schools have a number of courses of the "3-3" "2-4" and "4-2" plan. So we can see that the secondary education has a much enriched and very elastic system of courses. Education has not yet become compulsory for the middle school, but the schools are
Chart III
Organization of the New System
1922

24 School of Research

23 Since the development under the Female System,

22 Higher school has been open to all classes. The education of girls was placed upon the same level or upon the same plane as that of boys.

20 Education University

19 Professional provided for the educational needs of women.

18 Even women's education first had a place in the governmental educational system of China. Women's educational schools were established at least in the 19th century on the same basis as men's.

17 Vocational Senior

16 Secondary until Middle School.

15 practically on exactly the same basis as men's.

14 Education and Junior School

13, there was established the junior middle school of three years and the senior middle school of three years.

11 In the Elementary system then, women's education

10 simple and important place but opportunity equal to that of

9 does not equal because there are free girl's schools.

8 Education in the city approved but has been established

7 School

6 simple place.

5 too narrow the education the fewer the girls

4 education.

3 girl's have to go to these schools or to none at all. About one-third

2 of the public schools are approved as

Kindergarten

1. C. T. Yang. Primary Education in China, p. 6
crowded and can not adequately care for those who would enter.

D. Secondary Education for Girls

Since the development under the Manchu Dynasty, the middle school has been open to all classes. "No restriction, was placed upon the number or upon the classes of boys, but there was no place for women's education. Only the home provided for the educational needs of women. On March 8, 1907, women's education first had a place in the government educational system of China. There were no middle schools for them, however, until 1912 when "Women's education was at least theoretically on exactly the same basis as that of men".

Four years of middle school was established for women. In 1922, there was established the junior middle school of three years and the senior middle school of three years.

In this newest system then, women's education occupies and important place but opportunity equal to that of men does not exist because there are fewer girl's schools. Co-education is not fully approved but has been established in many places. "The higher the education the fewer the girl students". Girls of China are anxious to go to these schools and the demand can not be supplied. About one-third of the girls who attend the middle schools are reported as

going on to higher institutions.

The establishment of vocational schools for girls was encouraged by the National Association for Advancement of Education in July, 1922, and this forward step will undoubtedly affect the curriculum and methods of teaching of the girls' schools. While the number of girls in the vocational schools is smaller than that of boys, the possibilities of vocational training for girls are great and the scope is ever enlarging.

The following table shows the distribution of pupils in the secondary and elementary vocational schools in China. This table indicates small number of girls in the vocational schools compared with the number of boys in attendance.

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Students Elementary Vocational Schools</th>
<th>Year</th>
<th>No. of Students Secondary Vocational Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Boys 18,710</td>
<td>1922-1923</td>
<td>No. of Boys 18,908</td>
</tr>
<tr>
<td></td>
<td>No. of Girls 1,757</td>
<td></td>
<td>No. of Girls 1,452</td>
</tr>
<tr>
<td></td>
<td>Total of Students 20,467</td>
<td></td>
<td>Total of Students 20,360</td>
</tr>
</tbody>
</table>

In the cultivation of better and fuller citizenship, in forming higher national and international ideals, in producing finer and more efficient workers in all fields, in training good home builders, who will make Chinese homes a source of incalculable influence in shaping the future of the community and of the nation, secondary education is the
best medium. The secondary schools for Chinese girls now are far from being adequate to supply the demands.

A number of the boys' middle schools are coeducational now. In fact, this is only a spontaneous response to the demand for a wider field of girls' secondary education, in view of the small number of girls' middle schools. But the middle school girls have their specific needs in the course of study, and their psychological and physiological development is also different. In the coeducational middle schools, the great majority of principals and teachers are men, the curriculum is planned for boys, and even the school equipments are for boys. Then there are a few women teachers, they have little authority. With the great inequality of the number of boy and girl students, the girls have a very strained school life, and can never take full advantage of the educational opportunities provided for by the school. Under such conditions how can the girls be properly trained intellectually, physically or socially for their work in life? So, in addition to a large number of co-educational schools, China still needs a much larger number of middle schools for girls only than she now has.
CHAPTER IV

1. Ethics
2. Classics, Reading and Explaining
3. Chinese Literature and Foreign languages
4. History
5. Geography
6. Mathematics
7. Natural Sciences
8. Physics and Chemistry
9. Civic and Economics
10. Drawing
11. Physical Training

Every year there were thirty-six hours of study. The most time was given to the classics. Foreign languages
IV THE SECONDARY SCHOOL CURRICULUM

Let us now notice what has been the actual content of the subject matter taught in the secondary schools and the changes which it has undergone and is now undergoing.

A. During the Manchu Dynasty, 1903-1912

The curriculum of the middle school during the Manchu Dynasty was primarily a classical one. This period consisted of twelve courses which were as follows,

1. Ethics
2. Classics, Reading and Explaining
3. Chinese literature and foreign languages
4. History
5. Mathematics
6. Natural Sciences
7. Physics and Chemistry
8. Civics and Economics
9. Drawing
10. Physical Training

Every week there were thirty-six hours of study. The most time was given to the classics. Foreign languages...
were next in order, and they were followed by the Chinese essay and if there was not time for civics and economics they could be omitted.

The following table indicates the number of hours each grade spent per week on each subject.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Ethics</th>
<th>Classics</th>
<th>Chinese</th>
<th>Foreign</th>
<th>History</th>
<th>Geography</th>
<th>Literature</th>
<th>Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>1</td>
<td>9</td>
<td>4</td>
<td>8</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd year</td>
<td>1</td>
<td>9</td>
<td>4</td>
<td>8</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd year</td>
<td>1</td>
<td>9</td>
<td>5</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th year</td>
<td>1</td>
<td>9</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th year</td>
<td>1</td>
<td>9</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Mathematics</th>
<th>Physics &amp; Civics &amp; Drawing</th>
<th>Natural Science</th>
<th>Physical Science</th>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2nd year</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3rd year</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4th year</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5th year</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

Numbers in the above table represent hours given to the respective subjects.

In 1909 the middle schools were divided into literary and industrial courses. In the literary course, the classics, Chinese language, foreign languages, history and
geography were required as major subjects and ethics, mathematics, natural sciences, physics, chemistry, civics, economics, drawing and physical training were minor studies.

In the industrial course, foreign languages, mathematics, physics, chemistry and natural science were major subjects and ethics, classics, Chinese literature, history, geography, drawing, manual training, civics, economics and physical training, were minor subjects. The same twelve subjects were taught in both courses but the emphasis varied according to the course.

The following two tables show the number of recitation periods in the two courses.

The major literary course

<table>
<thead>
<tr>
<th>Year</th>
<th>Classics</th>
<th>Chinese</th>
<th>Foreign</th>
<th>History</th>
<th>Geography</th>
<th>Literature</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>10</td>
<td>7</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd year</td>
<td>10</td>
<td>7</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd year</td>
<td>10</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th year</td>
<td>10</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th year</td>
<td>10</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Numbers represent the hours per week given to the subject.

The major of industrial course

<table>
<thead>
<tr>
<th>Year</th>
<th>Foreign</th>
<th>Mathematics</th>
<th>Natural</th>
<th>Physics</th>
<th>Chemistry</th>
<th>Language</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>10</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd year</td>
<td>10</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Foreign Mathematics Natural Physics Chemistry Language

<table>
<thead>
<tr>
<th>Year</th>
<th>Math</th>
<th>Nat Sci</th>
<th>Phys</th>
<th>Chem</th>
<th>Lang</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>4th</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>5th</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>

Numbers represent the hours per week given to the subject.

B. Since the Founding of the Republic in 1912

According to the edict of the first year of the Republic in 1912 the course of study was made uniform with no division of literary and industrial courses. The course of study included ethics, Chinese, foreign languages, history, geography, mathematics, natural science, physics and chemistry, civics, economics, drawing, manual training, music and physical training. Comparing it with the Manchu system, we notice the abolition of classics and the addition of manual training.

The hours of recitation per week were as follows:

- The first year: 33 hrs.
- The second year: 34 hrs.
- The third year: 35 hrs.
- The fourth year: 35 hrs.

According to requirements these could be changed but the minimum number of hours during any year was thirty-two and the maximum thirty-six. The girls' middle schools in addition to the courses of the schools for boys added domestic science, gardening and sewing. Their hours were to be as follows:
The first year 32 hrs.
The second year 33 hrs.
The third year 34 hrs.
The fourth year 34 hrs.

This is one hour less each year than the boys had.

The following is a chart showing the number of hours per week spent on the various subjects in the early years of the Republic.

Subjects
Ethics Classics Chinese Language History Geography

<table>
<thead>
<tr>
<th>Subjects</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign</td>
<td></td>
<td>9</td>
<td>8</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethics</td>
<td>1</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classics</td>
<td></td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Chinese Language</td>
<td>1</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drawing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The numbers represent the hours given to the subject per week.

In 1915, the Ministry of Education sent an edict to all the middle schools of the country that in the third year...
of the course there should be auxiliary classes for the pupils who expected upon graduation to enter industry. These auxiliary classes lessened the time on general subjects and according to local conditions added agriculture, technical and commercial courses. These auxiliary classes spent in recitations and practice each week five hours more than the time required by law for the general courses. In 1917, the Ministry of Education ordered all the middle schools again to change the curriculum and the course of study according to local needs. And in accordance with this many of the middle schools changed their course of study. We may use the Experimental Middle School of the Peking Normal University as an example of this change. That school divided the third year course into required and elective subjects. The fourth year was divided into first and second divisions. One division emphasized the literary training course while the other emphasized a more practical course.

The following table indicates the division of studies and the time spent on the various subjects.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd year</td>
<td>1</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>3rd year</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4th division</td>
<td>A</td>
<td>1</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Yr. division</td>
<td>B</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Year</td>
<td>2nd year</td>
<td>3rd year</td>
<td>4th year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Manual</td>
<td>Physical</td>
<td>Physiology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training</td>
<td>Music</td>
<td>Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Logic</td>
<td>Sociology</td>
<td>Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st sem.</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd sem.</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd sem.</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th sem.</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Therefore the present tendency is not an adaptable one. The Government has embarked upon the reform of the school systems tenoned by the present tendency.

### 2nd Year

<table>
<thead>
<tr>
<th>Division</th>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Book</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Psychol.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Edu.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tech.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>33</td>
</tr>
</tbody>
</table>

### 3rd Year

<table>
<thead>
<tr>
<th>Division</th>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1st sem.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1st sem.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2nd sem.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>32</td>
</tr>
</tbody>
</table>

### 4th Year

<table>
<thead>
<tr>
<th>Division</th>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
<td>30</td>
</tr>
</tbody>
</table>

* elective subjects. Numbers represent hours per week.

Each student was obliged to take the required subjects each term and might take one or two elective subjects.

### C. Present Day Reforms

Since the establishment of the Republic time has disclosed the deficiencies of the uniform curriculum.
"Owing to the heterogeneity of the junior middle school students, there is demand for a curriculum to meet the needs of different capacities, interests, and probable futures among pupils on one hand, and to meet the differentiated needs of society on the other. And especially for those students who have decided to leave school at the end of the junior middle school, a highly individualized program must be provided, in order to equip each of them for some trade."

Therefore the present tendency is not to have the uniform curriculum but an adaptable one. The Government Regulations for the reform of the school systems issued in 1922 are as follows:

"For the development of the individuality of the youth, there must be adopted an elective system, to be suitable to the peculiar abilities of the pupil. Special emphasis must be put upon education in accordance with natural ability and the length of the period of under-graduate work."

In accordance with this, the present reforms may be divided into five groups.

1. Instead of a system requiring a certain number of years' work, the school should require a certain number of credits in the course of study for graduation.

2. Certain subjects of general value should be fixed as required subjects, for example, Chinese history, geography, citizenship, general science and so forth.

3. Electives should be offered and the course of study adapted according to the ability of the pupils and the conditions of society in which they live.

4. The course of study of the senior middle

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1. Bulletins on Chinese Education. No. 13, 1923, p.1
school should be arranged with elective courses.

In making a curriculum for the middle school a compromise must somehow be effected between those subjects which all may take in common and those which will minister to the particular needs of the individual pupil. In order to do this adequately and efficiently there are certain guiding principles to be kept in mind. The leaders have sought to provide a sufficient number of "constants" for each pupil so he may have a common basis of ideals and standards, and at the same time provisions must be made for individual differences, hence electives are made possible. An entire system of electives would not be feasible because pupils of this age could not be expected fully to realize the importance of certain subjects. Then, too, enough subjects of like and common interest should be had to weld their thoughts and likes into a greater unity. Toward this latter end such "constants" as general history, geography, general science, hygiene and others are usually given. Electives vary with different localities and different schools.

The latest curriculum of the Experimental Middle School of Peking Normal University is offered as an example. The Junior Middle School of this institution required 173 credits for graduation. The required courses are as follows:

1. Division "A" of the general course is one with emphasis on literature and history; division "B" emphasizes mathematics and science.
Citizenship, Chinese, English, mathematics, history, geography, general science, drawing, handicraft, physical education, music. The electives are as follows: Chinese, English, mathematics, physiology, general knowledge of industry, general knowledge of commerce, practical chemistry, typewriting, book-keeping, manual training, drawing, music, domestic science for girls.

The following table indicates the number of required and elective subjects for each year.

<table>
<thead>
<tr>
<th>Year</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1st 2nd 1st 2nd 1st 2nd</td>
<td>28 78 27.5 27.5 25.5 24.5</td>
<td>161</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>2 2 4 4</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>28 28.5 29.5 29.5 28.5 273</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Numbers represent the hours of credit. One hour through a semester gives one credit. The Senior Middle School of the Peking Normal University requires one hundred and fifty credits for graduation. About one-third of these are electives.

1. Division "A" of the General Course of Senior Middle School for example requires the following: Chinese literature, English, mathematics, Chinese history, biology, physics and chemistry, ethics, physical training.

1. Division "A" of the general course is one with emphasis on literature and history; division "B" emphasizes mathematics and science.
Division "B" required subjects: Chinese literature, English, mathematics, physics, chemistry, physical training.

Commercial course required subjects: Chinese literature, English, mathematics, commercial arithmetic, commercial ethics, economics, book-keeping, accounting, banking, commercial law, physical training, business practice.

General elective courses are as follows: General history, general geography, general science, logic, psychology, economics, government, common law, drawing, music, domestic science (for girls), sewing and embroidery (for girls), sociology, evolution, general philosophy, second foreign language.

General course division "A" elective subjects.

Chinese, rhetoric, literature, history of literature, literary criticism, history of Chinese philosophy, journalism, education, English.

General course division "B" elective subjects.

Ethics, geometry, higher trigonometry, calculus, zoology, botany, biology, agriculture, forestry, mineralogy, geology, physical geography, astronomy, surveying, chemistry, physics, mechanical drawing, manual training, English.
Commercial course elective subjects: Advertising, international law, typewriting, shorthand, merchandise, commercial English, commercial geography, finance, taxes, statistics, shares and bonds, international trade, bank book-keeping, commercial history, commercial policy, transportation, investment, coiningage, insurance, brokerage, international exchange.

In the Senior Middle school twenty-five credits is regarded as the minimum for each term but according to the pupil's ability they may add credits as shown in the accompanying scale. If in the preceding semester the pupil has passed in all courses in the following term he may take twenty-eight credits' work. And if all the work of the term has a passing grade and half of it is of "B" grade, he may take thirty-one credits' work.

The following table gives the number of required and elective subjects for each year and each course of the Senior middle school.
### General

<table>
<thead>
<tr>
<th>Semester</th>
<th>Division A</th>
<th>Division B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>2nd</td>
<td>1st</td>
</tr>
<tr>
<td>2nd</td>
<td>1st</td>
<td>2nd</td>
</tr>
<tr>
<td>1st</td>
<td>2nd</td>
<td>1st</td>
</tr>
<tr>
<td>2nd</td>
<td>1st</td>
<td>2nd</td>
</tr>
</tbody>
</table>

| Required  | 19          | 19          |
|           | 15          | 15          |
|           | 14          | 14          |
|           | 13          | 13          |
|           | 12          | 12          |

| Elective  | 6           | 6           |
|           | 10          | 10          |
|           | 11          | 11          |
|           | 7           | 7           |
|           | 9           | 9           |
|           | 13          | 13          |

| Total Credits | 25 | 25 | 25 |
|              | 25 | 25 | 25 |
|              | 25 | 25 | 25 |
|              | 25 | 25 | 25 |
|              | 25 | 25 | 25 |

### Commercial

<table>
<thead>
<tr>
<th>Semester</th>
<th>1st</th>
<th>2nd</th>
<th>1st</th>
</tr>
</thead>
</table>

| Required  | 19  | 19  |
|           | 18  | 18  |
|           | 16  | 16  |
|           | 12  | 12  |

| Elective  | 6   | 6   |
|           | 7   | 7   |
|           | 13  | 13  |

| Total Credits | 25 | 25 | 25 |
|              | 25 | 25 | 25 |
|              | 25 | 25 | 25 |
|              | 25 | 25 | 25 |

From the preceding discussion it will be seen that the tendency in Chinese Secondary Education is to enrich the curriculum and give more opportunity to the individual student to develop along the lines of his own choice.
Having considered the type of the Chinese secondary school and the curriculum, let us now consider the method of teaching in the secondary school.

In connection with the general method of instruction in this school I quote from Dr. Liu's 'Tendencies in Primary and Secondary Education'.

"Occupied with the social consciousness is a search for freedom. This expresses itself in the so-called new culture movement, in many respects similar to the socalled historical or the enlightenment movement of the eighteenth century and those changes were expanded and followed it. It calls for a transformation of traditional values, a revision of the old pedagogy. Great changes have been thus produced in morals, literature, and social customs. In some quarters the tendency has gone rather too far. Instead of trying to retain the old system and at the same time conserve what has permanent value, there is sometimes an almost wholesale condemnation of traditional values and customs. For example, some students have condemned Chinese classical literature as dead and aristocratic, not knowing that both form and content contain elements which possess permanence and are not only for China, but for the rest of the world as well. It is an important task of Chinese education to produce scholars who are able to affect a real synthesis, not an external amalgamation of old and new values, thus creating a genuinely new culture which, while taking in the best of the new, remains also true to Chinese genius.

This democratic movement has affected changes in the general method and content of instruction. Here we have to refer to the influence of Professor John Dewey. His books and the lectures which he delivered during his stay in China have been an important factor in bringing about these changes. There is a great deal of writing and talking now about interest and instinct. The child is becoming an important
METHOD OF TEACHING IN THE 
CHINESE SECONDARY SCHOOLS

Having considered the aims of the Chinese secondary
school and the curriculum, let us now consider the method
of teaching in the secondary schools.

As concerns the general method of instruction in
the middle school I quote from Dr. Liu's Tendencies in Present
Chinese Education:

"Coupled with the social consciousness is a sense of
freedom. This expresses itself in the so called new culture
movement, a phenomenon in many respects similar to
the sophistic movement in Greek history or the enlighten-
ment in the eighteenth century and those changes which
preceded and followed it. It calls for a transvaluation
of traditional values, a revision of the old standards.
Great changes have been thus produced in morality, litera-
ture and social customs. In some quarters the ten-
dency has gone rather too far. Instead of trying to revise
the old system and at the same time conserve what has per-
manent value, there is sometimes an almost wholesale con-
demnation of traditional values and canons, for example,
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and the lectures which he delivered during his stay in China
have been an important factor in bringing about these changes.
There is a great deal of writing and talking now about inter-


test and instincts. The child is becoming an important
object of study. In teaching we are told not to impose anything on the child but to appeal to its natural interests. The project method is becoming a fad. There is much emphasis laid on self-activity or initiative. The Dalton plan is being introduced into some middle schools, because of the opportunity that plan affords for the free pursuit of knowledge. The elective system is coming into vogue for the same reason.

Constrasted with this present tendency was the old examination system under which much memory work was done on the part of the pupil. No real expressive activities were had under this system. There could be but few, if any teacher-pupil contacts. "Knowledge" says Liu, "was sold like some commodity" The work done was necessarily stereotyped and more or less inert and lifeless. This of course meant the education of the few under the old competitive examination system and, in contrast with that today, we have the education of the many.

Since the introduction of the modern school system, the method of teaching has generally been the lecture method especially in such subjects as literature, history, geography, and kindred subjects. Even in the laboratory work of the sciences the teacher often performs the experiment and explains it. The pupils used some initiative in such studies as writing compositions and solving problems in mathematics but in such work as drawing, manual training

2. ibid p.2
and physical training which require the action of the pupil only models were followed. Whether the materials used by the pupils was good or bad all depended upon the teachers preparation. To sum up, the pupils received just what the teachers give. In 1913 the Ministry of Education ordered the Middle schools to strive to use the lecture method and allow the pupils to take notes, with an idea of taking them in detail and rapidly. At that time they only hoped the teacher would give much so the pupils could get much. But teachers themselves, seek to use the scientific method of study and they approach the pupils and the subjects in that way. Pupils are led to seek the truth, to experiment and to arrive at their own conclusions.

During the last ten years, the methods of teaching have gradually changed to the idea of making use of self-activities. The pupils are urged to read the text-books and are referred to other books to collect the material, the teacher directing them and correcting their errors and answering their questions.

In science the method of teaching generally is observation and experiment on the part of the pupil and the teacher from one side directs them and helps to arrange the results of their experiments and explains the principles involved.
Finally summing up, the present day method is cooperation in work between teacher and pupil. In the last few years, the project method and Dalton plan have been introduced. A few schools have experimented with it and after this there ought to be greater progress in them.

Formerly, the pupil's attainments were decided according to formal examinations. But recently the pupil's self-expression, the reports of his observation and oral discussions grade his work. Formerly if a year's final examinations were not up to the passing mark, the pupil would remain in that year's work again. But recently only whatever subject is not up to a passing grade must be made up.

The content of each study is according to the purpose of instruction as determined by government regulations and the standard of the course. The teacher of each school according to this standard selects the material for teaching. Private individuals may prepare text-books for the course of study laid down by the Ministry of Education, but they must be approved. Each school may select for its use from the text-books approved by the Ministry of Education. When text-books have been approved and they become out of date or the material is unsuitable, the Ministry of Education may order them revised.

When a book has been approved it remains for a
limit of six years. When the limit is reached the book must be submitted again to the Ministry of Education for approval.

In 1922, when the school system was reformed, all the old text-books were abolished. The Ministry of Education has not adopted new ones according to the new course. Each school that employs the new method now selects the texts according to the aims of the teachers. In the future, the procedure regarding text-books must be changed. In the first place, the uniform text-book through all of China must be abolished. Uniformity in text-books, if any at all, must be had over much smaller areas so that they may be more nearly adapted to the needs of the different localities.

Textbooks must provide more and more for original and expressional work on the part of the students. They must keep abreast of the times and present the newest and most scientific knowledge possible on all subjects.
The preceding chapter has shown us the
importance of the work of the school. If equal or
greater consequence to the success of the school is the
right side of the pupil to his work and the right relations be-
 tween pupil and teacher. This brings us to the consider-
ation because of the question of discipline in the sense
in the school.

But in the Han Dynasty, for example,
discipline and rules of the schools were all fixed by the
government. The individual schools were subject to these
rules. The principal and the teacher had absolute control
over the pupils. The pupils were required to show perfect
respect to the principal and teachers and perfect obedience
to the school regulations. But with the establishment of the
Republic, the government promulgated only a few regulations
for each school to use as a standard. But as to the methods
of managing the students, each principal according to the
circumstances of the place could himself determine them.
The pupils were expected to follow the school regulations
but if they had some different opinions they could present
a petition or in person appeal to the school administrator
and wait for consideration or adoption of their ideas.
Our preceding chapter has shown us the attitude of the teacher to the work of the school. If equal or even greater importance to the success of the school is the attitude of the pupil to his work and the right relations between pupil and teacher. This brings us to the consideration broadest of the question of discipline in its sense in the school.

During the time of the Manchu Dynasty the control, discipline and rules of the schools were all fixed by the government. The individual schools were subject to these rules. The principal and the teacher had absolute authority over the pupils. The pupils were required to show perfect respect to the principal and teachers and perfect obedience to the school regulations. But with the establishment of the Republic the government promulgated only a few regulations for each school to use as a standard. But as to the methods of managing the students, each principal according to the circumstances of the place could himself determine them. The pupils were expected to follow the school regulations but if they had some different opinions they could present a petition or in person appeal to the school administrators and wait for consideration or adoption of their ideas.
Each teacher aside from the teaching in his class had a responsibility for the moral training of the pupil. When a pupil had a fault, according to the case he was given suitable punishment. If the case was very grave then he was recognized as one unworthy of receiving instruction, and might be advised to leave school. The personality of the teachers and principal was supposed to be a model for the pupils and respect and love was to be obtained and force was not to be the only resort. Inside the school the rules had to be observed by the pupil's own submission to law. Punishment was used in order to get the pupil's submission. To sum up the method of discipline in the Manchu Dynasty was that of law.

From the establishment of the Republic however, Chinese school discipline has been under the direction of the teachers. In the last four or five years it has been understood that self-government is an excellent method of developing good character. Therefore students' self-government societies have been organized in every school on the pupil's own initiative, the principal and teachers furnishing suitable direction. Then generally everything within the life of the school, as the board, lodging, hygiene, sanitation, fire-drill, school store are under the control of the pupils. The pupils by ballot elect an executive committee, legislative committee, and judicial
committee, to control each department and manage all their common business. If anyone has broken the regulations, the case is judged by the student court. They invite the authorities of the school to add suitable punishment. Generally this student court is modeled after the organization of the republic in order to develop the self-governing citizens. Such attempts at self-government naturally help the discipline of the school, and also develop the individual; if developed on the right basis it harmonizes with social ideals outside the school room, and if administered on a high plane develops within the individual a sense of control, responsibility and self expression.

Aside from this, the students encouraged to organize all sorts of clubs for study and recreation, so as to develop their interest in investigation and taste along higher lines and to exercise their abilities for organization and managing practical affairs. Moreover the students are encouraged according to their opportunity to have a share in social service so as to develop their sense of public responsibility, and give them experience in all lines of general knowledge. As for example, the Boy Scout Organization is established in almost every school. Although it has not been established long enough for the results to be apparent, yet there is great hope of progress in the movement.

Co-education of recent years has been practiced
in all higher schools and there are those who advocate it
in secondary schools and some have established it. Because
of China's old custom of being partial to the male, co-
education can develop in the boys the habit of respect for
women and in the girls self-respect, and where there are
places with insufficient means co-education can effect a
great financial saving. The experimental Middle School of
Peking National Normal University has had co-education for
four years. But it is limited in its sphere as the boys
and girls have separate classes, and their rest-rooms, dining
halls and playgrounds are all separate. Since the establish-
ment of this practice until now, there has been no trouble,
but this movement is too far removed from the social customs
and some families do not like their girls to study in the
same schools with boys. So in secondary schools whether co-
education will be successful or not is one of the unsettled
problems of education.
One of the most pressing problems of education in China at present is the insufficient supply of competent teachers. During the past twenty years China has made tremendous progress in the establishment of schools, but she has not been able to supply those schools with an adequate number of properly trained teachers. This condition cannot be taken to mean that the people fail to recognize the importance of the problem, but it is hard to train a sufficient number of teachers and be trained teachers. This takes time.

CHAPTER VII

The educational system in China at present in 1923 soon after the establishment of the Republican form of government, made provisions for the normal education at both the lower and higher grades. The higher grade schools or teachers' colleges were for the preparation of teachers for the middle schools. But these schools are still in their infant stage of development and fall far short of the number necessary to meet the increasing demands. The growth of the educational system has been probably more rapid than was anticipated and for that reason the problem of supplying adequate teachers has been a serious one although results have been attained from various sources. The teachers of the middle school in the country have had to be secured from a variety
VII THE QUALIFICATIONS AND TRAINING OF TEACHERS

One of the most perplexing problems of education in China at present is the insufficient supply of competent teachers. During the past twenty years China has made tremendous progress in the establishment of schools, but she has not been able to supply those schools with an adequate number of properly trained teachers. This condition can not be taken to mean that the people fail to recognize the importance of the problem, but it is hard to train a teacher. Teachers must be trained but this takes time.

The educational system in China as constructed in 1912 soon after the establishment of the Republican form of government, made provisions for the normal education of both the lower and higher grades. The higher grade schools or teachers' colleges were for the preparation of teachers for the middle schools. But these schools are still in their infant stage of development and fall far short of the number necessary to meet the increasing demands. The growth of the educational system has been probably more rapid than was anticipated and for that reason the problem of supplying teachers has been a serious one although recruits have been obtained from various sources. The teachers of the middle school in the country have had to be secured from a variety
of sources which in most cases were really not intended for the preparation of teachers.

The first available source was the rank and file of the so-called old literati, who were generally the scholars of the ancient classical schools. These scholars, conscious of their lack of adaptability to the changed and changing conditions of modern life, found the teaching profession the only means by which they could earn a living. Through a casual perusal of modern school text-books, a hasty examination of current teaching methods, or better, undergoing a short course of normal training generally offered in the teachers training institutes, they have tried to keep pace with modern development, and have thus gained entrance to the school rooms as regular teachers. It is true that many of them have proved to be very successful teachers, but owing to a preponderantly large number of incompetents they actually have constituted the greatest impediment to the progress of modern education. This indeed has been a very perplexing situation and one which probably has been inevitable in the development of the new education in China during this period of transition.

The second source of teachers for the middle schools is from among the students and graduates who have been brought into direct contact with the western education either through studying in foreign countries, or through education in the missionary schools established in China. Their contact with
The newer ideas and better methods has given them a broader vision and wider training. They are therefore better qualified than the first class of teachers to undertake the initial movement of new education in China. But in general, these students or graduates, useful as they may be for modern teaching, are eagerly sought for governmental services and occupations other than teaching. Those who enter the educational service generally find the higher institutions a more attractive field than the middle schools. This situation was particularly true fifteen or twenty years ago when the number of teachers was still small and their services were everywhere in demand.

The third source of supply of middle school teachers is the students or graduates of the non-professional schools, such as the vocational and technical schools and the higher institutions. It is quite evident that this type of recruits is not fitted for the profession as in general they are not acquainted with the modern methods of school administration and teaching. In comparison with other sources, the number from this source is small.

The fourth and most important source of recruiting teachers for the middle schools is the higher normal school or the teacher's college. The aim of the higher normal school is to prepare teachers for the secondary schools.
"There should be a higher normal school in the national capital of China and one in the capital of every province."

However, the higher normal schools were made national institutions in 1912. The number and location was to be decided by the Minister of Education. The finance of the higher normal schools thus comes from the national treasury. Every higher normal school has to establish an experimental middle and elementary school.

They admit graduates from the primary normal school and from the middle school. The students are exempt from tuition fees together with room and board. A certain number of self-supporting students may be also admitted.

Immediately upon matriculation, the student has to sign for six years' service after graduation. If he fails to serve, he will be under the obligation of paying back all the tuition fees. Not until the required number of years of service is over, can he be admitted to a university for further study, though permission for studying in a university before the completion of the required number of years can be easily obtained. The main purpose is to prepare sufficient teachers for the secondary schools.

In recent years China has realized the lack in the qualifications of the teachers of secondary schools, and also that the number of years in the course of teachers' colleges

1. The Mandate of Education of 1903
has been insufficient, so, on the one hand, the number of
teachers' colleges has been increased and on the other hand,
the facilities for research work in teachers' colleges have
been increased so that the graduates will have a place for
advanced study. For example, the Peking Teachers' College
has established research courses for this purpose. They
take advantage of vacations to establish summer schools for
the middle school teachers from all places who come and take
courses in order to increase their knowledge and efficiency.
And, again to reform the ideas about secondary education,
there has been established a school of educational research,
which receives in it graduates of teachers' colleges and
universities for two years of normal training. These have
the tendency to raise the standards in the qualifications of
teachers of secondary schools. Since the change to the new
school system of secondary education in 1922, the course of
the secondary school lengthened from four to six years. These
reforms have made necessary the raising of the position of sec­
ondary school teachers. But the teachers' colleges of the old
system have been changed to normal universities, and the grad­
uates of senior middle schools enter these schools and receive
four years of training before they can be qualified to teach in
the secondary school. As the standards of the teaching force
in the secondary schools are made higher, secondary education will increase in effectiveness in doing its task.

From this discussion we may see that there is a growing sense of responsibility of the importance of teacher training and better methods are being constantly introduced so that the normal schools are leading in the efforts to build up an effective public school system.
The modern school system has had a very great influence. Less than a quarter of a century has passed since its establishment. As the modern history of secondary education is most fully within the scope of one generation, so the same can have been influential in this work during the last three years.

The greatest single influence in Chinese education during those years has been the revolution in Japan, which has profoundly influenced the idea of national education. There under the influence one to have seen the development of the pupil for culture without any reference to society, under the republic emphasis has been given to the importance of industrial competency as seen in the development of industrial schools and industrial courses. Hence it has also been placed upon civic efficiency as part of public chemistry. Under the old regime the emperor did not care for developing such civic responsibility among his subjects but with the new regime, the future duty of each pupil as a citizen has been held in mind.

So to the newer order of things along with the general development of the primitive powers of the pupil; our cultural purposes, we find as an added aim of education.
VIII CONCLUSION

The modern Chinese school system has had a very short history. Less than a quarter of a century has passed since its establishment. So the entire history of secondary education in China falls within the space of one generation. Some of the same men have been influential in this work during all these years.

The greatest single influence in Chinese history during these years has been the revolution in 1911. This has profoundly influenced the aims of secondary education. Where under the Manchus the aim seems to have been the development of the pupil for culture without any reference to society, under the republic emphasis has been given to the importance of industrial competency as seen in the development of industrial schools and industrial courses. Emphasis has also been placed upon civic efficiency or good citizenship. Under the old regime the emperor did not care to develop much civic responsibility among his subjects but with the new regime, the future duty of each pupil as a citizen has been held in mind.

So in the newer order of things along with the general development of the primitive powers of the pupil for cultural purposes, we find as an added aim of education
"social efficiency". This is a course to be approved as Paul Monroe says,

"Emphasis has often been laid, and rightly, upon the fact that the secondary school, dealing, as it does, with adolescents, possesses a peculiar field of opportunity in the shaping of the finer social ideals, such as those connected with general service to society, altruism, and political insight."

The secondary school system in China has shown in its organization much variety and it may be said in its earlier stages to have been largely influenced by the Japanese school system which had only recently been borrowed from Western countries and in many ways showed strong German influence. Many students from China after the abolition of the old examination system went abroad to familiarize themselves with the new schools. Japan was the nearest country and those who went there were far more numerous than students in other countries. Many of them returned early and so molded the Chinese school system. Later students who had gone to other countries began to return and American influence in particular became apparent in the school organization. This was due to the large number of students sent by the government to America — many of whom specialized in Education. Columbia University was a favorite resort for these Chinese students and the influence of Columbia in China was strengthened by the recent visits to all important

educational centers in China of some American educational leaders especially Dr. John Dewey and Dr. Paul Monroe. The younger men thus trained have been responsible for the development of the "six-six" plan - six years of primary and six years of secondary education with the junior and senior middle schools. The reasons for this system are:

"First, on psychological grounds, a choice of subjects and methods of teaching better suited to the interest and ability of pupils at the different stages of the course, should be made. Second, on sociological grounds, a choice of subjects better suited to the economic and social needs of pupils when they leave school should be made. It seems that a feasible plan for the attainment of both these ends may be found in the scheme for the reorganization of the entire course of study in the elementary schools and the high school, giving to each a period of six years." 1

In this new school system, provision has been made for the education of women both in the middle schools for girls and also by co-education in schools originally established for boys. The provision for their education is insufficient, though and more middle schools for girls should be opened. These are preferable to co-educational schools for girls of that age.

Another tendency in the organization of schools is the tendency to greater local freedom. Formerly education was entirely under the control of the provincial authorities with Peking powerful in the background but of recent years

there has been much more variety in the school system. This is of very great importance in developing a school system that shall be suited to the needs of China. And China itself is so great a country with such differences within its borders—differences of language, of climate, of occupation—that individual initiative and adaptation should be encouraged.

These changes in the school system have affected the curriculum. We find the recent curricula much broader, giving the pupil more electives and more variety of courses.

The curriculum was at first uniform for a whole province but now the local school authorities are encouraged to adapt the course of study to local conditions.

The trouble with the Chinese curriculum at the present time is, that much has been included in the curriculum because it has been found in other school systems. In order to make it more satisfactory there must be a survey of conditions of social and economic life and adaptation to these conditions.

"In just what subjects, and in just what materials in these subjects, has society a right to expect that the pupils leaving its schools will be proficient. This can be determined only by learning what the larger society which the children are about to enter demands of its mature citizens. Various fields of knowledge and various qualities of mind are of unequal value in the struggle of life. If it is
discovered that the pupil does not need the knowledge or training gained in Latin or history of physiology in the larger society he is to enter, then those studies should be dropped from the curriculum. If it is learned that parts of those studies are of little utility, those parts should be either curtailed or eliminated. Further, if it is found that certain studies now in the curriculum are of less practical or cultural value than others not offered, then the less important must give way to the more important. The same principle must apply to portions of a study; and if, for example, modern history is decided to be of greater importance than ancient history, then the emphasis must be shifted from the ancient to the more recent periods. Again, if spoken language is more important than written language in present-day society, then oral expression should receive more careful attention than written language." 1

Among subjects added to the curriculum of the best middle schools such as the school connected with Normal University in Peking are sewing, embroidery and domestic science for girls, industry, commerce, practical chemistry, typewriting, book-keeping, banking, accounting, commercial arithmetic, commercial law, journalism, common law, economics, science of government, forestry agriculture, surveying and the like. These subjects indicate an effort to make the work more practical.

These changes in curriculum have been brought about rapidly in China and it is to be expected that they will be retained though the tendency to vocational training and still broader courses is very marked and further changes may be expected.

In the past, securing suitable teachers has been a very large problem in China. As indicated in Chapter V, the early tendencies were to carry over the old Chinese system of committing to memory the text and repeating it, "learning by rote," and the newer lecture method which the teachers had found employed in the colleges and normal schools they had attended. But the Government has supported a number of excellent normal schools and we find that the methods of teaching have been greatly changed. In recent years educational journals and some of the schools treat the latest methods of teaching introduced from Western countries. "Supervised study", "Dalton plan", "Project method" etc. are current phrases in educational circles. More emphasis is placed upon laboratory methods and therefore Chinese educational journals and the better training schools are carefully treating such methods as the laboratory method which as just mentioned is one of the newer and much advocated methods of the best teachers in the west.

"In the laboratory, real experiences are provided primarily for three purposes; namely, (1) for information secured through observation, (2) for the experimental solution of problems guided by reflective thinking, (3) for the acquisition of skill in manipulation." 1

In all changes of curriculum, new adjustments must

be made and these have difficulties. There is always an inertia among the older teachers and in China because of the great changes from the old system this inertia is perhaps greater than in other countries. Yet changes in curriculum and methods of teaching are being successfully made.

"Each new adjustment in the curriculum as a whole, or in a particular study, renders ineffective a course or part of a course which had developed a certain body of teaching materials and traditions. Likewise the introduction of new materials calls for extraordinary expenditures in books, apparatus, and teaching energy. New subjects require new equipment and newly trained teachers. These are often not to be had, and hence the newest subjects in the curriculum are likely to be those most poorly taught. The subject will probably be dubbed a "fad" by the conservative teacher and the critical public, and its handling by inexpert teachers too often justifies the criticism. But progress demands continual change and adaptation, and the skill of the educator must be tested by his ability to reorganize his work in an efficient manner as new demands are made upon it." 1

The teachers select the material for teaching and the text-books are prepared by private firms and approved by the Ministry of Education for a term of six years. But uniform text-books should not be used over such a large area as the whole of China. Uniform text-books if adopted should be for small areas.

The discipline in schools in the old days of the Manchu dynasty as has been pointed out in Chapter VI was autocratic and absolute, but with the growth of the republican

1. Smith, op. cit. p. 280
spirit in the land the school has changed into a self governing democratic institution. The background of Chinese history and Chinese social life make discipline there somewhat easy. Respect for teachers and for older persons in and out of the home are so much a part of the life of the people that we can not picture Chinese boys very rude to their teachers. In Colvin's "Introduction to High School Teaching", we find that the attitude of the home and community are vital factors in determining the attitude of the pupils. He says:

"W. C. Bagley in his book on School Discipline (1915), defines the well-disciplined school as "one in which the 'fashion' or 'mode' of good order, courteous behavior, and aggressive industry has been firmly established. This fashion can not be set up by the school alone; it must be supported and supplemented by a corresponding sentiment in the home." 1

This sentiment for good order has always been the rule in China. The old classical system has had a very strong emphasis upon filial piety and respect for elders.

Colvin also contrasts conditions in the United States and Europe in this respect.

"Indeed many teachers find to their sorrow that when they attempt to insist on thorough work from their pupils, they receive in their endeavors no support from the home. The social attitude toward the work of the pupil in the secondary school of Europe is different. There the pupil finds no sympathy for delinquencies. It is there the fashion to do good work, it is the fashion to be respectful, docile and industrious." 2

Conditions in China may be said to be similar to those in

1. Colvin. An Introduction to High School Teaching. p. 60
2. Colvin. An Introduction to High School Teaching. p. 60
Europe. In China too "it is the fashion to do good work, it is the fashion to be respectful, docile, and industrious."

In China it is still the small minority who receive secondary education. According to the distribution of middle school students in China the total number of students of middle schools in 1923 was 118,598. These are the few selected from the great multitudes of youths in China's four hundred millions. Most of the students are in school with a very real purpose. This makes it easier to maintain order and to keep high standards that demand good work.

"In our eagerness to make secondary education universal, in our desire to appeal to all varieties of interests and all grades of ability, in our over-emphasis of the value of spontaneity as a dynamic force in learning, we have neglected to emphasize high standards and rigorous requirements. The great majority of high school pupils can secure a passing grade with a minimum of study. Hard work is not a necessity with them. They have time to be inattentive and disorderly if they are so inclined. On the other hand, the pupils in the secondary schools of Germany and France must work if they succeed; and hard honest work is a compelling motive in the classroom that makes serious disorder well nigh an impossibility."  

Another element that simplifies the problem of discipline is the lack of co-education. A few schools have introduced it but with limitations - for example the boys and girls at some schools use the same recitation rooms and have the same teachers but meet in different classes.

"In the higher grades the experiment in co-education should be made with caution. In any case, co-education should be limited to day-schools."  

1. Colvin, op. cit. pp. 59-60  
2. *Christian Education in China*. p. 62
Finally the success of the school is dependent upon the right qualifications and attitudes of the teachers.

"It will probably take another decade or more to produce a wide realization that the college graduate is, 'ipso facto' not qualified to teach any subject in the expanded programme of studies, even though he is permitted 'ipso jure' to attempt to do so. Whatever be the necessary personal attributes and the broad cultural foundations for successful and efficient teaching - and these qualities do not stand in need of emphasis - the class teacher, upon whom resultful instruction; a master of those subjects, not according to the traditional standards of academic scholarship, but according to the standards erected for secondary education. These latter standards necessitate a mastery of the intellectual and moral processes of children as well as the mastery of the forms of knowledge. The central responsibility for this mastery rests with the institutions charged with the preparation of teachers of secondary schools." 1

In China, too, as pointed out in Chapter VII, success can come only with the insistence that teachers in the secondary schools must have a college work and also must have professional training. The old illiterate trained under the old Chinese system will soon cease to be a source of supply for teachers. Much emphasis has been placed on normal schools in China and we have every reason to believe that the future will see practically all teachers properly qualified.

While a modern system of education in China is a thing of very recent development our study has shown its vigor and doubtless the future will bring a great and glorious development. As the people love education and there are great undeveloped resources of men and natural resources, we can expect the secondary schools to keep pace with the nation in its development.

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