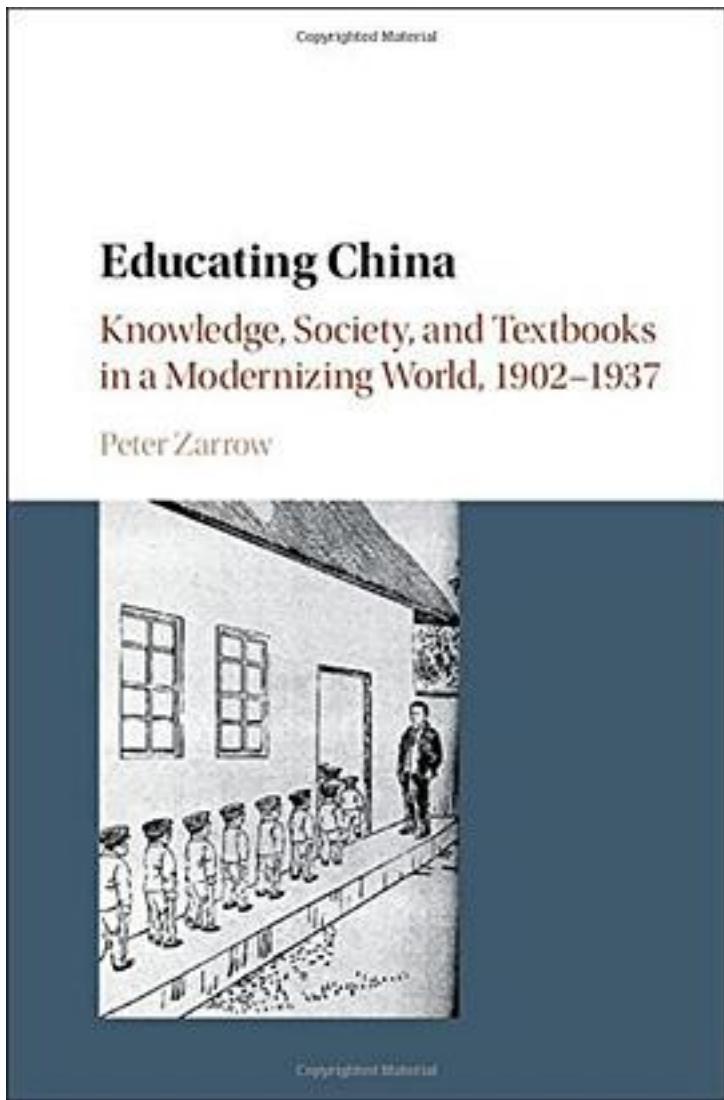


Educating China



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著者:Peter Zarrow

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In this major study, Peter Zarrow examines how textbooks published for the Chinese school system played a major role in shaping new social, cultural, and political trends, the ways in which schools conveyed traditional and 'new style' knowledge and how they sought to socialize students in a rapidly changing society in the first decades of the twentieth century. Focusing on language, morality and civics, history, and geography, Zarrow shows that textbooks were quick to reflect the changing views of Chinese elites during this period. Officials and educators wanted children to understand the physical and human worlds, including the evolution of society, the institutions of the economy, and the foundations of the nation-state. Through textbooks, Chinese elites sought ways to link these abstractions to the concrete lives of children, conveying a variety of interpretations of enlightenment, citizenship, and nationalism that would shape a generation as modern citizens of a new China.

作者介绍:

Peter Zarrow is a professor in the Department of History, University of Connecticut, where he focuses on the intellectual and cultural history of modern China, and an adjunct research fellow at the Institute of Modern History, Academia Sinica. His 2012 work, *After Empire: The Conceptual Transformation of the Chinese State, 1885–1924*, won the First Scholarly Monograph Award in the Humanities and Social Sciences, Academia Sinica. He has been a visiting scholar at the British Academy, L'École des hautes études en sciences sociales, and the Institute for Advanced Study (Princeton), and served as Hu Shi Memorial Chair Professor (Academia Sinica) in 2013.

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标签

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history

评论

其中有论述了近代以来语文、公民、修身、历史和地理等学科中如何构建现代中国以及中华民族的形象，包括在民主和传统文化之间的平衡

【与研究相关】读起来觉得蛮有意思，重点读了导言、C1-2-7、结论。导言部分可以看出作者研究的扎实以及文风的严肃活泼。因个人原因最喜欢对于第七章《地理》教科书的分析。（2019.4.23）

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