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978-1-107-11547-7 - Educating China: Knowledge, Society, and Textbooks in a Modernizing World, 1902–1937

Peter Zarrow

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Educating China

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.

PETER ZARROW is professor in the Department of History at the University of Connecticut, where he focuses on the intellectual and cultural history of modern China, and adjunct research fellow at the Institute of Modern History, Academia Sinica. He is the author of *After Empire: The Conceptual Transformation of the Chinese State, 1885–1924* (2012).

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in a Modernizing World, 1902–1937*

Peter Zarrow

University of Connecticut



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University Printing House, Cambridge CB2 8BS, United Kingdom

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It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781107115477

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First published 2015

Printed in the United Kingdom by Clays, St Ives plc

A catalogue record for this publication is available from the British Library

ISBN 978-1-107-11547-7 Hardback

ISBN 978-1-107-53575-6 Paperback

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Frontmatter
[More information](#)

Contents

<i>List of figures</i>	<i>page</i> vi
<i>Acknowledgments</i>	ix
Introduction	1
1 The construction of the state school system	11
2 Reading modern China	41
3 Textbook morality, self-cultivation, and civics	77
4 Good citizens	113
5 The national subject in time	147
6 A usable past	184
7 The importance of space	214
Conclusion	246
<i>Glossary</i>	253
<i>Bibliography</i>	261
<i>Index</i>	279

Figures

- | | | |
|----|---|--------|
| 1 | Students receiving their new books at the beginning of the semester. Their hairstyle and gowns indicate that they are boys in the late Qing period. The lesson this woodblock illustrates is called “The School.” Zhuang Weiqiao and Zhuang Yu, (<i>Zhonghuaminguo/chudeng xiaoxueyong</i>) <i>Zuixin guowen jiaokeshu</i> (Shanghai: Shangwu, 1912), 2: 1. | page 4 |
| 2 | “Recognizing characters and learning characters; from the simple to the complex” – a late Qing Chinese class. Zhu Shizhai, <i>Gailiang huitu sizishu</i> (Guangzhou, 1903), 3: 6b. | 43 |
| 3 | Huang Xiang fans and warms his father’s bed. Zhuang Yu, <i>Guoyu jiaokeshu</i> (Shanghai: Shangwu, 1917), 1: 59. | 50 |
| 4 | Good parenting is the root of filial piety. <i>Mengxue duben quanshu sanbian</i> (no publishing information; in possession of the Shanghai Library), 3: 13a. | 51 |
| 5 | The world’s races by skin color: White, Yellow, Red, Black, and Brown. Jiang Weiqiao and Zhuang Yu, <i>Zuixin guowen jiaokeshu</i> (Shanghai: Shangwu, 1904–1911), 9: 51a. | 55 |
| 6 | “How to be a guest” – China Bookstore publishing company advertisement. Shen Yi et al., <i>Zhonghua (guomin xiaoxue) guowen jiaokeshu</i> (Shanghai: Zhonghua shuju, 1920 [1913]) vol. 1, front matter. | 62 |
| 7 | (a) Chinese clothes are comfortable. (b) Western clothes are convenient. Zhuang Yu, <i>Guoyu jiaokeshu</i> (Shanghai: Shangwu, 1917), 2: 9–10. | 65 |
| 8 | At work in the fields. Ye Shengtao, <i>Guoyu duben</i> (Kaiming, 1932), 1: 108. | 70 |
| 9 | With unity, even lions can be defeated. Ye Shengtao, <i>Guoyu duben</i> (Kaiming, 1932), 2: 22. | 72 |
| 10 | Kong Rong takes the smallest pear because he is the smallest child. In this particular telling of the story, yielding and harmony are not the only virtues: the equality of all siblings, girls and boys, was also emphasized. Zhu Shizhai, <i>Gailiang huitu sizishu</i> (Guangzhou, 1903), 3: 5b. | 74 |

Cambridge University Press

978-1-107-11547-7 - Educating China: Knowledge, Society, and Textbooks in a Modernizing World, 1902–1937

Peter Zarrow

Frontmatter

[More information](#)

List of figures	vii
11 In 2012, students in Shanghai were quizzed on the Kong Rong story. One boy's answer was marked wrong: "If you were Kong Rong, would you give up [the pear]?" "I would not." Li Zheng, "Xiaoxuesheng yuwen shiti da'an yin gefan zhenglun," <i>Dongfangwang</i> (18 April 2012), http://sh.eastday.com/m/20120418/ula6497074.html , accessed 27 September 2012.	75
12 Play drill with bamboo swords and wooden rifles. Jiang Weiqiao and Zhang Yu, <i>Zuixin guowen jiaokeshu</i> (Shanghai: Shangwu, 1904–1911), 2: 34b–35a.	85
13 From right to left: nestlings and fledglings illustrate the meaning of filial piety. Qin Tongpei, <i>Xin xiushen jiaoshoufa</i> (<i>Guomin xuexiao / gongheguo jiaokeshu</i>) (Shanghai: Shangwu, 1912–18), 6b–7a.	97
14 The military arts. Qin Tongpei, <i>Xin xiushen (gongheguo jiaokeshu)</i> (Shanghai, Shangwu, 1912–1918), 2: 11b.	99
15 Building the nest together. Qin Tongpei, <i>Xin xiushen (gongheguo jiaokeshu)</i> (Shanghai, Shangwu, 1912–1918), 3: 11b.	100
16 Bowing to the national flag at the beginning of the school day. Dong Wen, (<i>Xinzhuayi jiaokeshu jiaoyuan yongshu/gaoji xiaoxue Dili keben jiaoxuefa</i>) (Shanghai: Shijie, 1932), 3: 2b–3a.	103
17 "National Day Has Arrived." Ma Jingwu and Wang Zhicheng, eds., (<i>Chuxiao</i>) <i>Fuxing shehui jiaokeshu</i> (Shanghai: Shangwu, 1934), pp. 12–13.	122
18 Local self-government: "Municipal election assembly." Wei Bingxin and Dai Weiqing, (<i>Pingmin jiaoyu yongshu</i>) <i>Qianzi keben</i> (Shanghai: Shijie, 1925), 1: 25.	131
19 "Rail system planning chart." Lu Shaochang, <i>Xin Zhonghua sanmin zhuyi keben Xin Zhonghua sanmin zhuyi keben (xiaoxuexiao gaojiyong)</i> (Shanghai: Xin'guomin tushushe/Zhonghua, 1932), 4: 18–19.	135
20 "I don't believe in ghosts and spirits." Lü Jinlu et al., eds., <i>Fuxing gongmin jiaokeshu (Gaoxiao)</i> (Shanghai: Shangwu, 1941), 5: 30.	141
21 Eastern and Western hemispheres: China in the world. Hu Chaoyang, <i>Diyi jianming lishi qimeng</i> (Shanghai: Xinxue huishe, 1923), p. 2a.	156
22 The Yellow Emperor. Fan Zuoguai and Han Feimu, (<i>Xiuzheng kecheng biao zhun shiyong</i>) <i>Gaoxiao lishi keben jiaoxuefa</i> (Shanghai: Zhonghua, 1937), p. 17.	158
23 The Yellow Emperor, Conqueror of the Tribes. Ding Baoshu, <i>Mengxue Zhongguo lishi jiaokeshu</i> (Shanghai: Wenming shuju, n.d.), p. 1b.	159

Cambridge University Press

978-1-107-11547-7 - Educating China: Knowledge, Society, and Textbooks in a Modernizing World, 1902–1937

Peter Zarrow

Frontmatter

[More information](#)

viii	List of figures	
24	The Yellow Emperor. Hu Chaoyang, <i>Diyi jianming lishi qimeng</i> (Shanghai: Xinxue huishe, 1923), p. 5a.	160
25	Qin Shihuang. Fan Zuoguan and Han Feimu, (<i>Xiuzheng kecheng biao zhun shiyong</i>) <i>Gaoxiao lishi keben jiaoxuefa</i> (Shanghai: Zhonghua, 1937), p. 79.	173
26	Qin Shihuang. (<i>Chudeng xiaoxue</i>) <i>Zhongguo lishi jiaokeshu</i> (n.p.: Nanyangguan shuju, 1906?), p. 14.	174
27	Map of the Ming dynasty. Zhao Zhengduo, <i>Gaodeng xiaoxue lishi keben</i> (n.p.: Zhongguo tushu gongsi, 1907–10), 2: 9b.	176
28	Map of the Qing dynasty at its greatest extent. Zhao Yusen and Jiang Weiqiao, <i>Benguoshi (zhongxuexiao yong / gongheguo jiaokeshu)</i> (Shanghai: Shangwu, 1926), 2: 34/35.	180
29	The Nine Districts of Yu the Great. Zhao Yusen, <i>Xinlishi jiaoshoufa (gongheguo jiaokeshu/gaodeng xiaoxuexiao)</i> (Shanghai: Shangwu, 1913–14), 5: 5.	182
30	Map of the Republic of China. Zhao Yusen and Jiang Weiqiao, <i>Benguoshi (zhongxuexiao yong / gongheguo jiaokeshu)</i> (Shanghai: Shangwu, 1926), 2: 108/109.	185
31	“The early Qing conquest of Mongolia, Turkestan, and Tibet.” Jin Zhaozi, (<i>Chuji zhongxuexiyong</i>) <i>Xin Zhonghua benguooshi jiaokeshu</i> (n.p.: Xin guomin tushushe, 1934), 2: 74–75.	193
32	“Borders of the Qing at its greatest extent” [contrasted with contemporary borders]. Fan Zuoguai and Han Feimu, (<i>Xiuzheng kecheng biao zhun shiyong</i>) <i>Gaoxiao lishi keben jiaoxuefa</i> (Shanghai: Zhonghua, 1937), 3: 49.	195
33	Chart of territories lost to imperialist powers. Zhao Tizhen and Ma Pengnian, <i>Xiaoxue shehui keben jiaoxuefa (xin kecheng biao jun shiyong)</i> (Shanghai: Zhonghua, 1933–1934), 7: 56.	202
34	“General Map of the Dynasty.” Shangwu yinshuguan bianyisuo, comp., (<i>Gaodeng xiaoxue tang yong</i>) <i>Zhongguo ditu</i> (Shanghai: Shangwu, 1908), no pagination.	215
35	Transportation: trains, Tianjin. Guan Qi, <i>Zhongguo dili xin jiaokeshu</i> (Shanghai: Shanghai lequn tushu bianyiju, 1906), 1: 3a.	220
36	The world’s major races. Wang Bangqu, (<i>Chudeng</i>) <i>Zhongguo dili jiaokeshu</i> (n.p.: Nanyangguan shuju, 1907), 1: 6a.	228
37	The Republic of China as a begonia leaf, a common mnemonic. Tan Lian and Tan Yunhua, (<i>Xin xue zhi xiaoxuexiao gaoji yong</i>) <i>Xinzhuan dili jiaoshoushu</i> (Shanghai: Shangwu, 1926), 1: 2.	233
38	National Humiliation Map. Ge Suicheng, (<i>Xinkecheng biao zhun shiyong</i>) <i>Chuzhong benguo dili</i> (Shanghai: Zhonghua, 1933), 3: endpaper.	242

Cambridge University Press

978-1-107-11547-7 - Educating China: Knowledge, Society, and Textbooks in a Modernizing World, 1902–1937

Peter Zarrow

Frontmatter

[More information](#)

Acknowledgments

My two research assistants, Hong Jingyi (Jodie) and Yeh I-chun, have supplied invaluable help to this project over the too-many years. I relied on numerous libraries and their staffs – above all, the Shanghai Municipal Library for textbooks from the late Qing and early Republic, and the Textbook Materials Center, National Bureau of Compilation and Translation (Taiwan; now the National Academy for Educational Research) for textbooks from the early Republic and especially the 1930s. In addition, I am grateful to the staffs of the Yung Sze-chiu Collection, Hong Kong Public Library; Cishu chubanshe Library, Shanghai; Renmin jiaoyu chubanshe, Beijing; National Library, Beijing; Cubberley Library, Stanford University; Cotsen Collection, Princeton University; Academia Sinica libraries; Harvard-Yenching Library; Beijing Normal University Library; and finally to Teachers College Library, Columbia University, for digitalizing and throwing online at least a few volumes of their otherwise inaccessible collection. Special thanks for sharing materials to Wang Youping of Cishu chubanshe; Joan Judge of York University; and Hosen Chan of Leiden University.

This work would not have been possible without generous grants from the National Science Council of Taiwan (grants 93–2411-H-001–059; 94–2411-H-001–047). Numerous scholars and students have given me helpful advice, some of which I actually took, at various forums where I presented preliminary versions of this study. I want to particularly thank Eugenia Lean, Joan Judge (again), Shen Guowei, and especially Robert Culp. I thank audiences at Academia Sinica, University of California – Santa Cruz, Cambridge University, Chinese University of Hong Kong, Columbia University, East China Normal University, Fudan University, University of Göttingen, Harvard University, University of Hong Kong, Leiden University, Princeton University, Hong Kong Shue Yan University, and Yangzhou University, as well as the meetings of the Association of Asian Studies and the International Conference of Asian Studies. It is at moments like this one realizes that there is no such thing as original, individually produced research.

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978-1-107-11547-7 - Educating China: Knowledge, Society, and Textbooks in a Modernizing World, 1902–1937

Peter Zarrow

Frontmatter

[More information](#)

x Acknowledgments

Finally, the three readers for Cambridge University Press were trenchant and offered many useful criticisms, and I have accepted many though not all of their suggestions.

Portions of Chapters 3 and 4 have been published in Sha Peide 沙培德, “Lunli jiaokeshu: minchu xuexiao jiaoyuli de xiushen yu gongmin daode” 伦理教科书: 民初学校教育里的修身与公民道德 (Textbook morality: Self-cultivation and civics and early Republican schools), pp. 214–242 in Xu Jilin 许纪霖 and Liu Qing 刘擎, eds., *Duowei shiyue Zhongguo de geren, guojia yu tianxia rentong* 多维视野中国的个人、国家与天下认同 (*Chinese individual, national, and world identities in multidimensional perspectives*), (Shanghai: Huadong shifan daxue chubanshe, 2013). Portions of Chapters 5 and 6 have been published in Sha Peide, “Qimeng ‘xinshixue’ – zhuanxingqi zhong de Zhongguo lishi jiaokeshu” 启蒙『新史學』——轉型期中的中國歷史教科書 (Enlightenment “New History”: Chinese history textbooks in the transitional period), pp. 51–80 in Wang Fansen 王汎森, ed., *Zhongguo jindai sixiang de zhuangxing shidai: Zhang Hao yuanshi qizhi zhushou lunwenji* 中國近代思想史的轉型時代: 張灝院士七秩祝壽論文集》 (*The transitional period in modern Chinese intellectual history: Essays in honor of Hao Chang’s seventieth birthday*), (Taipei: Lianjing Press, 2007); Peter Zarrow, “The New Schools and National Identity: Chinese History Textbooks in the Late Qing,” pp. 21–54 in Tze-ki Hon and Robert J. Culp, eds., *The Politics of Historical Production in Late Qing and Republican China* (Leiden: Brill, 2007); and Peter Zarrow “Discipline and Narrative: Chinese History Textbooks in the Early Twentieth Century,” pp. 169–207 in Brian Moloughney and Peter Zarrow, eds., *Transforming History: The Making of a Modern Academic Discipline in Twentieth-Century China* (Hong Kong: Chinese University Press, 2011).