

1.	Record Nr.	UNISALENTO991002944529707536
	Autore	Zunino, Pier Giorgio
	Titolo	Fascismo e nazionalsocialismo / Pier Giorgio Zunino
	Pubbl/distr/stampa	Torino : Societa editrice internazionale, 1976
	Descrizione fisica	168 p. : ill. ; 24 cm.
	Collana	Il lavoro storico (documenti e critica)
	Disciplina	945.91
	Soggetti	Fascismo - Storia Nazionalsocialismo
	Lingua di pubblicazione	Italiano
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Note generali	A cura di P. G. Zunino, il nome del quale figura in testa al front.
2.	Record Nr.	UNINA9910790460603321
	Autore	Kwong Julia
	Titolo	Chinese education in transition : prelude to the Cultural Revolution / / Julia Kwong
	Pubbl/distr/stampa	Montreal : , : McGill-Queen's University Press, , 1979
	ISBN	1-283-53073-2 9786613843180 0-7735-8287-8
	Descrizione fisica	1 online resource (x, 207 pages) : illustrations
	Disciplina	370/.951
	Soggetti	Education - China - History - 20th century China Economic conditions 1949-1976
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Nota di bibliografia	Includes bibliographical references and index.

## Nota di contenuto

pt. 1. Socio-economic background of Chinese educational development  
-- pt. 2. Changing economy and the struggle for educational change.

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## Sommario/riassunto

Recent dramatic developments in China have increased Western interest in both her institutions and her politics. However, most of the studies dealing with the 'new' China tend to concentrate on recent events, leaving undocumented, particularly, the years between the establishment of the People's Republic in 1949 and the onset of the Cultural Revolution. To supplement this gap in the literature, Dr. Julia Kwong here examines the workings of a crucial institution—education—during this period in China's history. The years from 1949 to 1966 saw swings from one educational policy to another, as proponents with differing views on how to achieve a true socialist state gained or lost ascendancy. The reciprocal key influence on each other of the economy and the educational system is Professor Kwong's focus. A deliberate attempt is made to evaluate critically the Chinese educational system in its cultural context, thus avoiding the pitfall of superimposing Western theoretical assumptions and biases on Chinese data. Part I of the work details Chinese educational philosophy, the organization of the educational institutions, and the economic and social infrastructure established since 1949. Part II analyses the educational developments from the Great Leap Forward to the eve of the Cultural Revolution. The interaction between ideology, objective conditions, and power politics at both decision-making and implementation levels is discussed in detail, as are their various roles in shaping educational policy, and, consequently, the lives of the children concerned.

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