

# WDR 07 Consultation Report

## Beijing Normal University

### Multicultural Education Research Center

January 5, 2005

This report is based on consultations for World Development Report 07, which is undertaken by the Multicultural Education Research Center of Beijing Normal University. The members in the project had sent questionnaires and organized discussions to do the investigation in Beijing Normal University, in Beijing 101 High School and five other schools. The project has lasted for one month, collected the youth's viewpoints on 5 topics including studying, keeping healthy, job-hunting and employment, love and marriage and the process of globalization. During these discussions, we had made specific records and also had made analysis of the data after the investigation. In the following report, we will introduce our project and the results respectively.

## The First Part Investigation Plan

### I Questionnaire and Material of the Group Discussion

Considering the contents of six themes in our investigation are so extensive that we specialize several problems as our investigation objects. Then we designed two questionnaires for the high school students and the university students respectively. Table 1 reflects the contents of our questionnaires:

Table 1: Questionnaire for High School Students

Main Topics		Concrete Questions
Objective Questions	<b>Studying</b>	The impression and feelings about the school life/ the purpose of studying/ how you value the knowledge taught in school / whether you have a plan of continuing with the university study or not/ whether you are repulsive to the school life or not
	<b>Keeping Healthy</b>	The time used for physical exercise every week / is there any menace around the school/ whether you know the methods of contraception or not/ whether you know the approaches of disseminating HIV/AIDS or not
	<b>Employment</b>	Have you ever thought about your future major and profession/ how much influence the knowledge will make on the future job

	<b>Young people in the world of Globalization</b>	Whether you care about the current news or not/ whether you listen to news report or not/ whether you often surf on internet or not / the frequency and content of being on-line / the tools for communication
	<b>Subjective Questions</b>	<p>Apart from the things learned at school, what else would you like to learn?</p> <p>What kind of hobbies do you have?</p> <p>What's your opinion about the phenomena of the high school students' falling in love with each other?</p>

**Table 2: Questionnaire for University Students**

<b>Main Topics</b>		<b>Concrete Questions</b>
<b>Objective Question</b>	<b>Studying</b>	The impression and feeling about university life/ whether you agree or not that studying in the university deserves most at this age/ whether you learn the knowledge you want in the university or not/ whether you will choose the university study or not if there were no social and other pressures
	<b>Keeping Healthy</b>	The time used for physical exercise every week /the viewpoints of university students' psychological status/whether you know the methods of contraception/ whether you know the approaches of disseminating HIV/AIDS or not
	<b>Employment</b>	Whether you have a clear plan about the future or not/ how much influence the knowledge learned in the university will make on your career in the future
	<b>Young people in the world of Globalization</b>	Whether you care about the current news or not/ whether you listen to the news report or not/ whether you would exchange ideas with friends about the social issues or not/whether you have participated in the leagues activities or students' organizations or not
	<b>Separation from the parents to form a new family</b>	Whether you choose to be alone or not/ the viewpoints of the lover's cohabitation/ whether you agree with the behavior that getting married in the university or not/ whether you choose to have a family without kids
	<b>Subjective Questions</b>	<p>Apart from the classes in the university, in which ways would you choose to learn other knowledge?</p> <p>Whether you are optimistic about finding an ideal job or not?</p> <p>What's your opinion about the responsibilities of the university students?</p>

Meanwhile, we chose a specific issue from each topic together with similar cases as the

discussion material. Table 3 shows the specific information:

**Table 3: The Topics and Issues in the Discussion**

<b>Main Topics</b>	<b>Specific Questions</b>	<b>Discussants</b>	<b>Discussing Issues</b>
<b>Studying</b>	Study and school life	High school student	The impression about the school life/ the aim to study/ whether you are interested in studying every subject or not/ your opinion for teachers/ the suggestion to the high school
<b>Keeping Healthy</b>	How to keep healthy	High school student	The menace to the students' health/ the effect on themselves/ the knowledge of keeping healthy /the approach to getting knowledge on healthy/ the time cost for sports every day on average
	The suicide phenomena of university students	University student	The viewpoints of suicide/ the reasons for the university students' suicide/ the influence for other people /the measures to take
<b>Employment</b>	University students' employment	University student	The experiences of finding a job/ the feeling about finding a job/ the barrier factors about finding a job/ the conception about starting one's own undertakings/the factors affecting starting one's own business
<b>Separation from the parents to form a new family</b>	The cohabitation phenomena of university students	University student	The experiences of cohabitation/ the viewpoints of the university students' cohabitation/ the relationship between cohabitation and one's morality/ the influence of cohabitation and responsibilities of each other/ the viewpoints of getting married in the university
<b>Young people in the world of Globalization</b>	The overseas pop-culture	High school student	The attitudes to the overseas pop-culture/ the influences of the overseas pop-culture/ the teachers and the parents' attitudes to the overseas pop-culture/ the comparison between domestic pop-culture and overseas pop-culture

	The phenomenon of studying abroad	University student	The experiences of studying abroad/ the reasons of students' studying abroad/ the influence of the university students' studying abroad/ the government's policy support/ understanding for politics, economics and education and some other aspects in foreign countries.
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## II Choosing the Target Group

We selected Beijing Normal University, RENMIN University of China, Central University for Nationalities, Central University of Finance and Economic, Beijing Fengtai NO.1 High School, Beijing 101 High School, the HePing Street NO.1 High School as the target groups. These schools are representative enough to reflect the opinions of well-educated Chinese youth from 12 to 24.

Firstly, our target group includes both the high school students and the university students, who are of great difference in their study aims, personal interests and their conceptions.

Secondly, every university we chose has its own characteristic, whose students are good at science, social science and humanity. So the students with different educational background show their opinions in our investigation. At the same time, the high schools we chose are of different levels. Both extraordinary schools and ordinary ones are included.

Thirdly, other factors of students' background are also concerned in our item. Sex, race, family background and their study performance are all well considered. To sum up, all of these factors mirror the diversity and representative of our target group.

## III Holding seminars

After the target groups having been chosen, we organized 5 discussions to collect students' opinions. 140 students are included in total.

The discussion is divided into two parts. In the first part, the students who attend are separated into three teams. Every team has its own discussion topic, and one of the members took notes. In the second part, the reporter reports their views to other teams, and the listeners can express their own opinions freely. The information about the discussion is shown in table 4:

**Table 4: Some Information about the Discussion**

Time	Location	The persons who attend	Discussion issues
Nov.30 <sup>th</sup> , 7pm to 9pm	Room 318, Yingdong Building, Beijing Normal	28 students from the Literature Department, Education Department, Resource Department, Mathematics	Group 1: The suicide phenomenon of university students Group 2: The cohabitation phenomenon of university students Group 3: The phenomenon of studying

	University	Department, Physical Education Department of Beijing Normal University	abroad
Dec.1 <sup>st</sup> , 6pm to 9pm	Room 318, Yingdong Building, Beijing Normal University	26 students from RENMIN University of China, Central University for Nationalities, Central University of Finance and Economic	Group 1: The suicide phenomenon of university students Group 2: The cohabitation phenomenon of university students Group 3: University students' employment
Dec.2 <sup>nd</sup> , 3:30pm to 4:30pm	Beijing Fengtai NO.1 High School	30 students of different grades from Beijing Fengtai NO.1 High School	Group 1:Study and school life Group 2:How to keep healthy Group 3:The overseas pop-culture
Dec.8 <sup>th</sup> , 12:30am to 1:30pm	Beijing 101 High School	26 junior students from Beijing 101 High School	Group 1:Study and school life Group 2:How to keep healthy Group 3:The overseas pop-culture
Dec.9 <sup>th</sup> , 12:30am to 1:30pm	The HePing Street NO.1 High School	30 students of different grades from The HePing Street NO.1 High School	Group 1:Study and school life Group 2:How to keep healthy Group 3:The overseas pop-culture

## Questionnaire Investigation

The team had sent out 50 or so questionnaires to every school (400 questionnaires in total). The persons who carry out the questionnaire fully considered about gender, age, race as well as family background factors. Now we have received 162 valid questionnaires from high school and 220 from university. The background materials of the investigated are shown in Table5 and Table6:

**Table5: The gender proportion of the investigated**

	Questionnaire of the high school(%)	Questionnaire of the university(%)
<b>Male</b>	43.8	32.7
<b>Female</b>	56.2	67.3

**Table6: Age groups proportion of the investigated**

Age groups	Proportion (%)
12 to14	23.01
15 to16	11.78
17 to18	9.42
19 to20	30.1
21 to22	19.37
23 to24	5.7

## **The Second Part      Results of the Investigation**

### **Going to school**

Going to school to be educated is the most important task for the youth from 12 to 24. As the high school students, they have 9-hour-class in weekdays (from 7:30am to 4:30pm), and they have to finish their homework at night. As the university students, most of them spend more than 8 hours reading books in the library, having classes or learning by themselves.

In this topic, we choose the issues such as “the impression and feelings about school life”, “the purpose of studying”, “how you value the knowledge taught in school”, “whether you have a plan of continuing with the university study or not” to discuss with the students.

### **I High School Students’ View of Study and School life**

#### **1. The impression and feelings about school life**

In our investigation, different students have different feelings about school life. The students from the extraordinary school give higher evaluation about school life than that of the ordinary school. In the questionnaire, more than half of the students consider school life to be “very pleasant” or “relatively pleasant”. 30% of the students feel “not bad”, and less than 20% consider that to be “awful”. (Please see Table7 for details)

**Table7: The Impression and Feelings about School Life**

Items	Proportion (%)
Very pleasant	21.5
Relatively pleasant	30.1
Not bad	31.9
Relatively awful	7.4
Very awful	9.2

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In our discussion, when we asked “Do you like going to school?”, most of the students gave the answers that “they do”. For one thing, they can have acquaintance with lots of friends at school; for another, they can learn knowledge and skills to increase their capabilities. They have consensus about the meaning of studying at school.

We find that most of the junior students are lack of thinking about their aim on education. Most of them take it as an obligation. “It is the children’s obligation to receive education, as our parents have to work.” But quite a lot of senior students have realized that it is through education that they learn the knowledge and skills, which is an inevitable approach to make their dreams come true. The specific knowledge learned at school is not always practical, but the abilities and ways of thinking developed in the process, will do help to them for a lifetime. The result of the questionnaire shows that, more than 60% interviewees will aim at entering the university. (Please see Table 8 for details):

**Table 8: Without pressure, will you aim at entering the university?**

Items	Proportion (%)
Yes, I will	64.2
No, I won’t	13.6
I have no idea	22.2

But there are also some students who doubt about the significance of knowledge taught in class. This viewpoint is quite common among students who have no good performance in the class. They hold an opinion that students need more chances to practice.

We also find that some students are repulsive of studying, especially in the ordinary school. The reasons can be categorized into three aspects: Firstly, the students lost interest in class learning. A student from Beijing Fengtai NO.1 High School said, “I would like to play basketball instead of having classes”. (male, junior student of Grade 2, 15 years old) Secondly, the students are so nervous about the test that they become repulsive of studying. A boy from HePing Street NO 1 High School (senior student of Grade 1, 16 years old) in the discussion claimed that he was always blamed for his bad performance at school, and he was too frustrated to study. Thirdly, students are so over-burdened that they are tired of studying.

## 2. Interests in different courses

Nearly half of the students think that what the teachers teach in school is what they want to learn and they show great interests in class learning. Meanwhile, nearly half of the students consider that only half of (or less) the knowledge learned from the classes is what they need. (Please see Table 9 for details):

**Table 9: Are the things taught in school all that you want to learn?**

Items	Proportion(%)
All of them	5.5
Some of them	43.6
Half of them	23.9
A little of them	20.9
None of them	6.1

The students have their own favorite courses. Meanwhile it is shown that students like the courses because they do well and can get more praises from teachers, which makes them feel more confident.

At the same time, teaching method is also an important factor. Some students shared their experience in the discussion.

“I liked the P.E class very much before. But this term, our teacher has been transferred to another school, and the new teacher keeps us running in the playground in this class. That’s very boring, and I lose my interest in P.E. class.”——A girl from FengTai NO 1 High School (junior student of Grade 2, 14 years old)

The high expectation for higher scores lowered students’ interest too. Students are forced to learn, no incentive and motivation except for exams.

When we asked “what you like to learn out of class”, the students’ answers are of great diversities:

“I want to learn to play a musical instrument. That looks elegant.”——A girl from 101 High School (junior student of Grade 1, 13 years old)

“I am interested in learning another foreign language, such as French or German.”——A boy from FengTai NO 1 High School (senior student of Grade 1, 17 years old)

“I like skating, and I want to learn figure skating, but it costs lots of money. But I have no time now. I have to study.” ——A girl from 101 High School (junior student of Grade 1, 13 years old)

“I want to learn martial art or boxing for protecting myself.” ——A boy from HePing Street NO 1 High School (senior student of Grade 2, 17 years old)

### **3. The view about school teachers**

The ideal teacher's image can be generalized as three points: friendly, enthusiastic and knowledgeable. The students consider their own teachers as responsible ones. Apart from giving classes and correcting the students’ homework, they also care about students’ life and study. They will take part in the students’ activities and talk with the students who have bad remarks in the class. The teachers try their best to help them to make progress.

The teachers’ insufficiency lies in that “they don’t understand the students quite well and they are too strict.” The students claim that, students need regulations, while teachers should pay attention to their manners. Many students expressed their wishes in the discussion:

“I hope that our teacher would treat us as their friends, and we can have an equal

communication.” ——A girl from FengTai NO 1 High School (junior student of Grade 2, 14 years old)

“Teachers may be strict with students in class, but I hope them to be friendly with us after class.” ——A boy from FengTai NO 1 High School (senior student of Grade 2, 18 years old)

“Only by understanding students, teachers would treat us better”. ——A girl from HePing Street NO 1 High School (junior student of Grade 2, 15 years old)

## II The University Students’ View of Study and School life

Compared with the high school study, the university study may be of great differences. The students can choose their learning style freely, and they are more satisfied with their learning conditions. A large part of university students think that study in the university deserves most for them. Table10 presents this in details:

**Table 10: Are you satisfied with the university life?**

Items	Proportion(%)
Very satisfied	1.4
Relatively satisfied	59.5
Relatively unsatisfied	25.9
Very unsatisfied	5.5
It is hard to say	7.7

**Table 11: Do you agree that going to university deserts most for young people?**

Items	Proportion (%)
Yes, it does	70.0
No, it doesn’t	11.8
I have no idea	18.2

**Table 12: Without Pressure, will you choose to study in university?**

Items	Proportion (%)
Yes, I will	74.1
No, I won’t	8.2
I have no idea	17.7

University students are very active in learning other skills and knowledge such as studying for the second degree, learning to get some professional certificate and participating in the English training classes. At the same time, they improve their practical abilities through joining in the social league of the university.

Some students complain that, the amount of books in the library can't meet their needs and there are not enough optional courses for them to choose, which cause lots of inconvenience. At the same time, half of the students consider that they can't learn all the things they want in the university. Table 13 presents this in details:

**Table 13: Have you learned all the things you want in the university?**

Items	Proportion(%)
I have learned all of them	0.9
I have learned most of them	45.5
I have learned little of them	47.7
I have no idea	5.9

Nevertheless, most of the students consider their university life as an important experience. The skills and knowledge they learn in the university have profound effect on improvement of their capabilities.

## Keeping Healthy

Youth's health problem has always been hot issue in our society. In view of the characters of Chinese youth, we select several issues such as accident, physical exercise, smoking, drinking, network addiction and so on. We need to point out in particular that health problem is not only about the body, but also about the mental. Now most of university students' suicide and school violence can be attributed to the unbalance of psychological and physical status. Therefore, in this regard, we have made our investigation about the problems of both physical health and mental health.

## I Keeping a Good Physical Status

### 1. The students' nutrition status

We found out that most of the students who were investigated believe that they are well fed and in good health.

"I think I am very healthy actually, I scarcely get sick nor any bad feelings." —— A girl from FengTai NO 1 High School (junior student of Grade 2, 14 years old)

"My mother often asks me to eat eggs and drink milk, so I think I am very healthy." —— A girl from 101 High School (junior student of Grade 1, 13 years old)

Moreover, we also had the discussion about the issue of obesity. When we asked the reasons that cause this problem, some students said:

"For the richness of food and the reduction of physical exercise, it is inevitable to become fat." —— A boy from FengTai NO 1 High School (senior student of Grade 1, 16 years old)

The majority of students hold the view that the obesity can cause many kinds of diseases and is very harmful to health. Some said:

"I think that obesity isn't good-looking and can cause many kinds of diseases, moreover, it can also damage our immune system . "——A girl from HePing Street NO 1 High School (senior student of Grade 2, 17 years old)

When we asked "how to get the knowledge of nutrition?", many students said that there was little way of getting these information. So some expressed the hope that educational department should do more to put some knowledge about nutrition to the formal curriculum, which can enhance their consciousness of personal health care such as good eating habit etc.

## 2. Accident and potential dangers

Before this discussion, we presented a case of traffic accident. This accident happened in Beijing not long ago, which caused two students' death.

When they are asked "what's your first response when you heard the news?", the students expressed a complex feeling such as "shock", "sad", "pity" and so on. But the answers varied a lot when it came to the question that "who should be responsible for this traffic accident? ". Some students thought the school should be responsible for this accident, "the school should not allow the students to do exercise on the road"; some others hold the viewpoint that the communication system was very poor and the work of the management was inefficient. "Because the police didn't do a good job, which may cause the accident "; there are also some (many of them are middle-school students) thought that the driver should take the responsibility, they said that the driver's poor driving techniques was the reason that caused the traffic accident; apart from that, there are still someone insisted that the students themselves should also take some responsibility, just like what a students said:

"I think the students themselves should also take some responsibility. They should have known the danger on the road. It indicates they lack of the sense of traffic safety."——A boy from FengTai NO 1 High School (senior student of Grade 1, 16 years old)

When they talked about the safety problems, the students' answers are mainly as follows:

**Table 14: Is there any dangerous place in or around the school?**

Items	Proportion(%)
A lot of	11.8
Some	39.1
Very few	37.9
Almost not	11.2

**Table 15: When will it be very dangerous for students?**

Items	Proportion (%)
When we go to school and back home	81.8

When we are doing exercises between classes	6.3
When we are having PE classes	5.7
When we are at home	3.8
Others	2.5

In the discussion, students had talked about many kinds of dangers that threatened their health and safety.

"When we go to school and come back home, there's always a traffic jam, which is very dangerous. At one time, when I went home, I was nearly crushed by a car, which scared me very much. " ——A girl from 101 High School (junior student of Grade 1, 13 years old)

"Especially In the winter, it's very dangerous for us to ride a bike on a slippery road, I'm afraid of being crushed by a car." ——A girl from HePing Street NO 1 High School (senior student of Grade 2, 17 years old)

Many students hold the viewpoint that there were also many dangers in the school. Some students thought that they were easily hurt in the sports and chemistry experiment class. Like pulling injury, the test tube explosion etc; Some others thought that there were many invisible dangers of teaching facilities, for example, the corridor of the classroom is very narrow and the floor is slippery. When class is over, it's easy to have a slip and get hurt.

Moreover, they mentioned that there were always some strangers who entered school. Some students of 101 High School said:

"The Summer Palace lies behind our school, there are always some tourists entering our school from outside, we don't know who they are and what they want to do." ——A girl from 101 High School (junior student of Grade 1, 13 years old)

" There are some construction sites around our school. We frequently see the laborers pass in and out of our school, we are very scared of that." ——A boy from 101 High School (junior student of Grade 1, 13 years old)

When we asked, "what measures will you take when some dangers happen to you? " The students drew the following conclusions: (1) The government should strengthen the management of traffic (2) Don't play or do exercises in dangerous places, like playing under the windows of building. (3) Learning to deal with bad people skillfully. "When you happen to being in a robbery, what will you put at the first place? Your life or your money?" The majority of students (especially female students) said that they would put their life security at the first place. At the same time, there also some students said that they would put their dignity at first, which is the most important. (4) The school should invite some experts to give lectures and do some drills. Simultaneously, students suggested that school should replace the fire installation regularly and guarantee the quality of them.

### 3. Physical exercise and sports

When they talked about sports, most students (especially the university students) thought that physical exercise or sports is the most important way in keeping physical and mental health.

Regarding what kinds of sports do they take, the majority of middle students answered that they play basketball, football and volleyball etc. we find out that they have exercises mainly in the PE classes and games, while the university students do sports in P.E class and personal activities. In the investigation, we found out that the time students spent in sports is insufficient. It is usually less than 2 hours per week. The situation in universities is worse. For details, please see Table 16 and Table 17:

**Table16: How much time will students spend in exercises?**

Items (per week)	Proportion(%) (middle-school students)	Proportion(%) (university students)
Less than 2 hours	37.4	56.8
2 to 5 hours	39.3	29.1
5 to 8 hours	13.5	10.5
More than 8 hours	9.8	3.2

**Table 17: Is the time sufficient to do exercises?**

Items	Proportion(%) (middle-school students)	Proportion(%) (university students)
Enough	8.1	1.8
Relatively enough	18.0	7.3
Average	34.2	17.7
Rather little	21.1	53.2
Very little	18.6	20.0

#### 4. Learning of other knowledge of health

In the discussion about smoking, drinking and gambling, most middle-school students took a negative view of these activities. They said that these phenomena are rare around them. They have known the harm of smoking, drinking and gambling, and they think that these behaviors should be forbidden. As a middle-school student said:

"I think smoking is not good for us because it has Nicotine, which is harmful to us."  
 ——A boy from 101 High School (junior student of Grade 1, 13 years old)

When we asked: "what's your opinions about the diseases caused by smoking?", some university students said that they were very clear about the harms caused by smoking, drinking and gambling, but it's very difficult for them to swear off. It reflects their contradictory ideas: On one hand, they have taken so many pressures of study and work that they want to find some way to alleviate it; On the other hand, they have clearly known the harms caused by those activities while they don't want to quit them.

In our questionnaire, we raised some questions about the knowledge of the sex and

HIV/AIDS prevention. Our questionnaires reveal that students are lack of knowledge in sex and AIDS. About 20% students do not know contraception, and only less than half of students gave the correct answer to “how to be infected by HIV/AIDS”. Some students even consider saliva and suckling as an approach to be infected by HIV/AIDS. Some university students know the "normal contraceptive methods " and " HIV/AIDS disseminating approaches ". The results are as follows:

**Table18: The proportions of people who know the “normal contraceptive methods”**

<b>Results</b>	<b>Proportion(%) (middle-school students)</b>	<b>Proportion(%) (university students)</b>
Don't know or the answer is wrong	24.69	14.09
Know one method	29.62	7.72
Know two methods	38.27	67.27
Know more than three methods	7.4	10.91

**Table19: The proportions of people who know the “HIV/AIDS disseminating approaches”**

<b>Results</b>	<b>Proportion(%) (middle-school students)</b>	<b>Proportion(%) (university students)</b>
Don't know or the answer is wrong	18.52	9.09
Know one method	13.1	9.4
Know two methods	32.1	35
Know three methods	35.9	46.36

## II Keeping Mental Healthy

In our investigation, nearly 60% of the students hold the view that the psychological state of most university students was not too bad. The proportion of students who have a poor mental status reached about 20%.

**Table20: The psychological status of university students**

<b>Items</b>	<b>Proportion (%)</b>
Best	1.4
Better	21.4
Good	58.6
Bad	17.7
Worse	0.9

### 1. The university students' suicide phenomenon

The suicide is a reflection of the university students' psychological problem and it was emphasized in our discussion. The discussion content included the explanations of suicide and the

intervened measures we should take to stop it.

When we asked that "will you pay attention to the suicide problem?", the general reply was "we relatively pay some attention to it". When we inquired "what's your feelings about suicide news?", the majority of students expressed the feeling of "sorry", "worthless", "irresponsible" and so on. At the same time, also some students hold the view that it's understandable. As a student said:

"Because they have suffered so much burden not only from society but also from family, which makes a big pressure on them. The suicide is a way for them to extricate. I can understand them."——A female student from College of Literature, BNU

In the discussion, the students thought that the reasons of suicide were very complex. Some students said it was about the individuals including psychological problems such as the introversive character, spiritual emptiness and so on. When they happened to some setbacks, they were likely to commit suicide. Moreover, some students believed that external environment was also a cause of students' committing suicide such as the competition and pressure of work and study. So-called external factors mainly include two aspects: (1) the pressure of competition. University students have passed through the entrance exam to enter into universities, which has put more competitive pressures on them. (2) The pressure of finding a good job.

The students hold the view that related departments should take more measures to control the suicide behavior. Firstly, university students should learn to do self-adjustment; Secondly, educators and family should exert some positive influences on the students. It may include: (1) find out the causes of suicide; (2) good guidance, like advocating more reading on some encouraging and entertaining books; (3) advise them on how to release pressure from work and study; (4) make up the shortage of educational contents; (5) establish some institution providing counseling.

## **2. School violence**

Students have discussed and analyzed a murder case happened in Peking University. A student was hacked to death by his classmate. Students believed that school violence occurred in relation with social and cultural context. The acceleration of working rhythm makes people very anxious to succeed over night. Generally speaking, social morality has been weakened. These lead some people feel bad and even hurt other people.

Students also believed that school violence not just bring physical problem, but also psychological problem for students. Students thought that we should take some measures to stop this: (1) More care for students' life and study; (2) control the appearance of informal associations in school (3) establish more counseling organizations and emergency service in school; (3) more activities in campus to divert students' attentions.

## **Employment**

Working means that young people will enter into society, it also means they will take the social responsibilities independently. All of them want to realize their dream of life through work and to development themselves. When do they start to seek jobs, seek any kind of jobs, learn any kind of skills not only means greatly to individuals, but also relates to the state of national and

social development.

In our questionnaire survey, the majority of the middle-school students do not have clear ideas for future job (Please see Table 21 and Table 22 for details). This is because most of them are facing pressure of entering into a higher school.

**Table 21: Have you ever thought of any majors you will study in the university?**

Items	Proportion(%)
I have already had a clear idea of it.	19.3
I have thought about it but without clear idea	72.7
I have no idea.	8.1

**Table 22: Have you ever thought of any work you will be engaged in?**

Items	Proportion(%)
I have already had a clear idea of it	20.9
I have thought about it but without clear idea	73.6
I have no idea.	5.5

Therefore, we choose university students to discuss their viewpoints of the employment. During investigation, we focus on difficulties and barriers that hinder graduates effective getting employed, and discuss some feasible solutions.

## I Basic Problems and Major Barriers

### 1. Basic problems

When we inquired about the question about "the difficulty in getting employed", everybody expressed their different viewpoints:

"I think it depends on individual background, take my specialty finance as example, we can get many working opportunities if you will."——Sophomore, 19 years old, female, specialized in the finance, Central University of Finance and Economic.

"There are many positions hold by postgraduates with relatively low payments, our undergraduate student's employment situation is very hard."——Sophomore, 19 years old, male, College of Education, Central University for Nationalities.

"Some units indicate that they want the male employees, universities which have more female students, the employment situation has been even more harder."——Undergraduate, 21 years old, female, Law Department of RENMIN University of China.

It's generally agreed that pressure from finding a job increases, and restricts students' development. It is learned that difficulties mainly came from the requests on specialty background and working experiences. Such restrictions cause many students to engage in some temporary jobs with low income and no insurance.

## 2. Major barriers:

**First** is the economic factor (expected income). It is the most important factor that affects university student's choice.

"The influencing factors, I suppose is the economic factor. After the very competitive college entrance examination, now we are students in the ivory tower. The cost is very high and educational investment from my family is very big. So if you want to look for jobs, the economic factor (well-paid job) will certainly be the primary one you have in your mind. And professional development is highly relevant with our starting salary. In other words, the giving and taking needs to be equal in value." —  
—Undergraduate, 21 years old, female, Law Department of RENMIN University of China.

"I can't agree with you more. My hometown is a small mountain village. It is very hard for me to study in Beijing so I want to find a very good job with good income here. In my opinion this is the evidence of my personal value." —Sophomore, 19 years old, female, College of Education, Central University for Nationalities.

**Second** is the major and degree background.

Some students think, "major is determinant, for example students majoring in finance usually have prospect for employment. Labor market has a very big demand for talents specialized in finance, economics, and management and so on. Students majored in some traditional specialties may have a narrower scope of employment." —Sophomore, 19 years old, male, College of Education, Central University for Nationalities.

At the same time, degree level is also an important factor for effective employment. The imbalanced labor market makes competition severe. And undergraduate students are in the worse position compared with postgraduates. Such competition possibly can result in some waste of human resources.

**Third** is the region. As for the choices of region, students prefer to work in developed or relatively developed area. "We can earn more in big cities, the competition is relatively fair, and we can have better future." —Senior student, 20 years old, male, specialized in the finance, Central University of Finance and Economic.

Other choices concentrate in the city of medium size, a girl said, "After I graduate I will go to Kunming, I think employment pressure was really too big in the Beijing, by contrast, pressure in Kunming is much smaller, the life quality is higher ; Moreover, regarding to individual development, city as Kunming has many space to develop yourselves, we will also have many development opportunities to develop individual potentials." —Sophomore, 19 years old, male, College of Education, Central University for Nationalities.

There are a few of students who want to stay in lagging area, this choice mainly base on some considerations of economical return.

**Forth** is institutional factor. "We need systematic support for employment, for instance, many students would like to work in poor area, but the local employment policy or some related policies are constraints. As individual, I can not overcome these" —Sophomore, 19 years old, male, specialized in the finance, Central University of Finance and Economic.

**Fifth** is the psychological factor. Some students said that, "I'd prefer to stay in Beijing. I will be despised by others if I return to my hometown, because it is very glorious to study in this city, going back means incompetent and bad performance. Even if I will have difficult time in Beijing, I wish I would have the opportunity to try when I am young and expect a better life in the future." —Sophomore, 19 years old, male, College of Education, Central University for Nationalities.

This reflects that university student's individual anticipation is relatively higher; this kind of anticipation has greatly affected the university students' choices for employment.

**Sixth** is gender. To some extent, gender has become a barrier for employment, especially for female students. In this aspect, male and female groups get different understanding of this respectively.

A girl from RENMIN university in China said that, "I think society intensify the women's weak status, it is acceptable for some professions to limit the number of female employees, but now this discrimination is really too serious."

A boy from RENMIN university in China said: "On potential development, the female is inferior to the male, moreover, the female need to bear more other social responsibilities, it is reasonable for some employers to have such concerns."

## II Students' Planning for Employment

We found out that most of university students do not have mature consideration about the employment. (Please see table 23 for details)

**Table 23: Have you got any concrete plans for your future work?**

Items	Proportion(%)
Yes, I am very clear about it.	19.1
I haven't thought about it clearly.	73.6
I have never thought about it.	1.8
It's hard to say..	5.5

Some students said in the discussion that, "I think only through a period of working can we understand what kind of job we are suitable for, by then we will have a reasonable plan for future development." —Senior student, 20 years old, male, specialized in the finance, Central University of Finance and Economic.

Also there were some students reflected that, "Now in the market, special service such as the professional development planning needs much time and money, most of the students cannot afford it." —Sophomore, 19 years old, female, College of Education, Central University for Nationalities.

The students expressed their disapproval of "starting a business independently". Some students said: "We do not meet the requirements which are needed for starting a business, such as fund, core technology, interpersonal relationship, market opportunities and so on." —Sophomore, 19 years old, female, College of Education, Central University for Nationalities.

Some students analyzed such viewpoint further: "The university students do not have the market direction, the experiences nor the partners. In the even more competitive market, mature investors need the reasonable analysis and judgment, which the university student don't have or lack of." ——Senior student, 20 years old, male, specialized in the finance, Central University of Finance and Economic.

Some thought that, "The key of starting a business is the core technology, it has something to do with the specialty. Graduates major in IT may get an accessible beginning through some favorable policies and the loan to develop businesses." —— Undergraduate, 21 years old, female, Law Department of RENMIN University of China.

It's agreed that three fundamental factors are fund, technology, and interpersonal relationship. The person who has one of them will be able to start a business.

### **III Suggestions on How to Improve Graduates' Employment**

During discussion, many university students expressed that government needs to make some policies to improve graduates' employment status, their viewpoints are mainly as follows:

#### **1. More laws and regulations.**

Laws and policies on employment are needed because they are quite weak, especially, law on social security and anti-gender-discrimination.

"We had not been able to safeguard our rights in the employment without certain laws, we feel no sense of security at all. Some agencies dare to deceit us just because there is no legally punishment." ——Undergraduate, 23 years old, male, Law Department of RENMIN University of China.

"I think our society should strengthen the legislation about women, compared with the male, the feminine social welfare is much weaker, therefore, we should appeal of strengthening the legislation about women to provide advantageous safeguard for the women's occupation development." ——Sophomore, 20 years old, female, College of Education, Central University for Nationalities.

#### **2. Improve market-accessing conditions.**

University students need relatively loose market atmosphere to start, certain profit-earning organization market-accessing rules are not suitable for them, which may include registered capital and so on. We think that government should change it for more flexible, but it does not mean lower supervising and managing of the market.

"The cost of students' starting a business is very high, it needs the support of well-developed market, the good market standards not only help the country to promote the university students' passion of starting a business, but also help the market to get a multiple development." ——Sophomore, 19 years old, female, specialized in the finance, Central University of Finance and Economic.

#### **3. Establish an assist mechanism.**

The students need a very big courage to start a business as it has big risks. Good supervision

mechanism is extremely essential not only for enterpriser but for our country and society.

## Love and Marriage

Love and marriage is an important part of young people's life. For Chinese young people aged from 12 to 24 who have got well educated, they have spent most of their time in school. Because they lack of money or other factors, they are only in love but scarcely have thought about getting married, not to say to form a family. Actually, in China, love between middle school students is forbidden. Parents and teachers think that this will affect their studies, however, it still happens. For university students, they are looking for love but few want to get married. Although the "Law of Marriage" and the "Administration Regulation on University Students' Behaviors" have already been revised and students were allowed to get married, actually, there are only a few students got married.

In this context, we have chosen two subjects to discuss, one is about the love among middle-school students; the other is the cohabitation issue of university students.

### I Middle-school Students' View of Love

Schools all over our country forbid the love among middle-students and the teachers always hold the view that the student's main duty is study. The love will disperse their energy and affect their academic achievements because they have limited abilities in self-control. In view of this, some schools have made strict punishment, such as "reprimand in public", "warning" for students fell in love.

Do the middle-school students also think so? We find out that some students disagree with falling in love during middle school period. They think that middle-school students' responsibility is entering into a higher school. Moreover, it's generally no good result, just causes them drop down. These students often follow school's regulation. At the same time, other students (majority of interviewees) hold a different view. They think that falling in love is understandable, if only it will not influence their study.

There are also some students who think that the middle-school students' love have more advantages than shortcomings so we should support it. A student wrote in the questionnaire: "we only want to find someone to get rid of loneliness, not 'innocent' as the adults said. We have our own mind and also we can manage ourselves well."——A girl from FengTai NO 1 High School (senior student of Grade 2, 17 years old)

Generally speaking, they all put study at first place although they have different views on it. At the same time, a few students thought that school's way of controlling student's love were not correct and they would harm student's self-respect. They suggested that school should use "moderate" methods to direct students.

### II University Students' View of Cohabitation

#### 1. The definition of "Cohabitation" and the university students' view of it

At first, we should know that the "Cohabitation" refers to a male and a female living together and have sex without marriage. This definition is not necessarily accurate, because it is not necessary that all the young people living together have had sexual relationship. It's just a hypothesis.

In our investigation, the phenomenon is universal, but differs from school to school and place to place. Generally speaking, it's less happening in key universities. Overall, most students are familiar to the word of "Cohabitation". Also someone said that they had known that some students went out for "cohabitation" and having sex, but they wouldn't get married eventually.

According to our investigation, most students are tolerant about cohabitation. They regard it as a choice of interests and personal value etc. Please see Table24 for details:

**Table24: What do you think of the "Cohabitation"?**

Items	Proportion (%)
Accept	2.3
Relatively accept	17.8
Object	31.5
Strongly object	6.4
Don't care	42.0

There are gender differences upon cohabitation. Males are much more open-minded, and what they focus on is "whether I can afford the rent", "whether I have the physical need"; while females seem more conservative, they will pay more attention to "whether he is the right person I should rely on", "whether it will cause any rumors about me."

When we asked: "Do you think whether there are any relations between students' cohabitation and their morality?" The majority of students have given negative replies:

"We should not use traditional values to judge the behaviors of university students anymore." —Sophomore, 19 years old, female, specialized in the finance, Central University of Finance and Economic.

"Everyone has his own opinion, and he can be responsible for his behaviors." —Freshmen, 18 years old, male, Department of Literature, RENMIN University of China.

"It only means that they are more 'open' on the sex issue." —Senior student, 22 years old, female, College of Mathematics Science, BNU

But when they were asked "Will you choose to cohabit with your friend?", most of them said that they will think carefully. They said:

"If our love has developed very well and we all feel that, we will do like this without hesitation." —Senior student, 22 years old, female, College of Mathematics Science, BNU

"Even though we want to, considering external pressure such as the opposition from parents, we dare not to do so frankly." —Freshmen, 18 years old, female, Department of Literature, RENMIN University of China.

"Before we can earn money, we'll not choose to do this." —Senior student, 22 years old, female, College of Literature, BNU.

Also there are some students firmly object the 'Cohabitation' behavior, and they insist on the traditional idea:

"Only when we get married can we live together and have sex, it means

responsible not only for oneself but also for his/her friend." ——Freshmen, 18 years old, female, College of Literature, BNU.

## **2. The errors of school's management on the issue of "Cohabitation" and the state of "sexual education" in our country**

When cohabitation are more and more in university, some schools are starting to take or have taken a lot of measures to control it, like inspecting the dorm etc. But in the investigation, many students thought that some schools have taken some measures not very properly in stopping this behavior.

For example, many teachers take the "cohabitation" as a moral problem, and consider it as demoralization. It will certainly hurt the students' feelings. Some said that school's measurement of "reprimand in public" is an encroachment of students' right of privacy.

It's generally agreed that school administration should express its view on this issue and tell the students the risks instead of forbidding. At the same time, school should provide sexual education to students.

We found out that many university students still don't know "general contraceptive methods". It seems very dangerous.

"I have a classmate who got pregnant but she didn't know what she should do." ——Freshmen, 18 years old, female, College of Literature, BNU.

In the group discussion as well as the individual interview, many students confessed the lack of sexual knowledge.

"All the time, we don't know how to get the knowledge about sex. It has always been a topic that can't talk about in public. " ——Freshmen, 18 years old, male, Department of Literature, RENMIN University of China.

"We had studied all day when we were at middle school and weren't understood by parents and teachers. Now, in the university, we still can't make decisions by ourselves. I ever heard some boys telling jokes about sex. I did not understand what they talk about. When some roommates explained that to me, I felt ashamed very much." ——Senior student, 22 years old, female, College of Resources, BNU.

"There are 6 students in our dorm, three of them know a little about sex and three know very little. I am the one who knows a little. Sometimes, I feel that their knowledge about sex is so little that they don't even know what is the 'safety period'. I can't understand them very much. " ——Senior student, 22 years old, female, College of Education, BNU.

## **3. Understanding for the law that allows university students to get married**

In our country, the "Law of Marriage" and the "Administration Regulation on University Students' Behaviors" all protect students' rights of getting married in university. The laws have received the support from most university students. On one hand, there are some elder students in our universities as requirement of age has canceled; On the other hand, this is a respect to the students' right. Many participants said that the people who actually want to get married in university were very little, because most of them have not prepared both physically and mentally. Even though, they still take these policies as an indication of humanitarianism.

**Table25: Do you agree to get married in university?**

Items	Proportion (%)
Agree	3.6
Relatively agree	16.4
Object	31.4
Strongly object	8.2
Don't care	40.5

#### **4. The influences of "Cohabitation" on forming a family**

Most students think that there will generally no good results for cohabitation, for it'll cause many negative effects to form a family. Meanwhile, the students have made an agreement that cohabitation has a greater influence to the females than to the males.

"They are not mature. Confused by the passions, they agree to live together for a while, but when they find they are not suitable for each other, they get apart. "—— Undergraduate, 23 years old, male, Law Department of RENMIN University of China.

"If the two can't live together eventually, there will be a big negative effect for both of them, especially the girl. Their reputations will be ruined; others will think that she is not a virgin anymore, which were still care about by many male students. "——Senior student, 22 years old, female, College of Education, BNU.

"It will cause many negative effects to the girl, like pregnancy and so on. At the same time, the experiences will influence their marriage life." ——Sophomore, 20 years old, female, specialized in the finance, Central University of Finance and Economic.

But the investigation is only about university students. Many other people still think that they will consider cohabitation before getting married in order to avoid the unnecessary costs.

## **Young People in the World of Globalization**

The contemporary youth are influenced by diverse cultures across the world. In this context, it is extremely significant to discuss these influences and social problems that diverse cultures have brought to young people.

University students were targeted for the topic of "studying abroad", and middle school students were targeted for the topic of "overseas pop-culture". The purpose, on the one hand, is to understand the influences that globalization tendency have on the youth as well as their viewpoints and attitudes to this trend; On the other, we aim at exploring positive interventions to release the pressure the globalization may bring to the young people.

### **I University students' studying abroad**

#### **1. Situation of studying abroad**

When we asked: "Do you know anyone around you that studies abroad or plans to go abroad", we got the same reply. Many people around them have already studied abroad or are preparing to go abroad; some of the students think even if currently they have not allowed to study abroad, they will do that once they have enough financial support.

When we further asked about "the ages", some students said that young students might take

bigger proportion; this may have something to do with the overseas educational systems. Many countries did not acknowledge Chinese diploma of graduate students, therefore the proportion of the undergraduate is higher than other students. "If they don't go out now, or if they finish the graduate courses at home country, they have to apply for the master degree again in foreign country. It wastes time and cost too much." ——Senior student, 22 years old, female, College of Education, BNU.

## 2. Reasons for studying abroad

In the investigation, some students mentioned that the purpose of studying abroad was to enrich experience. The experience is a matter. Studying abroad can improve competitive advantage in the labor market.

Some other students also pointed out that they'd like to have a better professional development.

"Getting to know the advanced theory and knowledge is the premise of a person's better development." ——Freshmen, 20 years old, male, College of Resources, BNU.

Others thought that the idea of studying abroad might partly pushed by family. Some parents wish that their children can earn more money by studying abroad.

"My schoolmate's father graduated from a famous university, then he returned to his hometown. But he was not satisfied with his life, so he has put all his expectation on his son, he asked his son to study abroad, although my schoolmate was not willing to do it, finally he had gone to England after all." ——Freshmen, 19 years old, female, College of Mathematics Science, BNU

## 3. Influences of university students' studying abroad

The students' studying abroad causes brain drain.

"In particular, students of well-known universities aim at continuing their further study abroad. It means the elite of young people will flow out of China." ——Freshmen, 20 years old, female, College of Mathematics Science, BNU

"The people who return to China because they have no good professional development there, or because they're offered good package here." ——Freshmen, 19 years old, female, College of Education, BNU.

Some student also indicated that, " 'studying abroad' costs much, therefore, in my opinion, although their experience there was unpleasant, they still chose to stay there" ——Senior student, 21 years old, female, College of Literature, BNU.

## 4. Effective interventions

Some students had proposed some suggestions to brain drain, which include several aspects as follows:

(1) Encouragement of studying abroad while retaining talented ones. Expanding policy on automatically promoted to postgraduates may keep many students to further study in China, given that studying abroad has risks after all. ——Senior student, 21 years old, female, College of Resources, BNU.

It seems that professional development is the determinant factor for "leave or stay".

(2) We should encourage the students to learn more about in the advanced education system, and then we will attract them back through perfect personnel system.

(3) We should keep balance among local trained scholars and returned scholars.

"This related to the issue of resources distribution. I think it is essential to establish an evaluation mechanism to ensure the equal opportunity and resources. —— Undergraduate, 21 years old, male, College of Education, BNU.

## **II Middle-School Students and Overseas Pop-culture (Take Korean dramas and Japanese cartoons as example)**

### **1. Basic attitudes towards the overseas pop-culture**

When we inquired about the students' attitudes towards the overseas pop-culture, students answered, "I like it" in general.

"I like the Korean dramas because they are all about the emotions developing from childhood friendship, which is very pure and so romantic." ——A girl from FengTai NO 1 High School (junior student of Grade 2, 15 years old)

"I like the science fiction, like 《Harry Porter》, because it recreates a different world, it is the sorcerer's world, ranging from all kinds of magic to the attire, including the currency also." ——A boy from 101 High School (junior student of Grade 1, 13 years old)

Many students indicate that, the reason why they prefer some overseas pop-cultures is that they are educated. At the same time, there are plenty of plot designs, advanced technology and excellent makings, which all bring very strong individual feelings of experience to the participants.

"Some Korean dramas or Japanese cartoons always have strong educational significance in them, while they have never spoken of any big truth. All things will happen to ordinary persons, which is about friendship as well as growth. They are manifested in the profound context of history and culture, so it will give us a very strong feeling of encouragement and affection." ——A girl from 101 High School (junior student of Grade 1, 14 years old)

" We like playing US game 'Warcraft' very much, it has plenty of scene changes, you could not imagine what will happen then. It makes us feel so deep in it and it also attracts you to think about the next scene." ——A boy from HePing Street NO 1 High School (senior student of Grade 2, 17 years old)

According to our investigation result, the pop-culture in the middle-school students mainly come from the US, Japan and Korea. These cultures cover many aspects, such as movie, TV, music and literature. We found out that various countries' pop-culture influence respectively by different productions. The Japanese pop culture influence mostly in the cartoons (such as "The Slam Dunk" and so on); the Korean pop-culture influence mainly in the movie, TV dramas and wearing or so; the influence of US pop-culture is mainly manifested at movie (such as "Harry Porter"), especially the movie with big making and high cost.

### **2. The media and influences of the overseas pop-culture**

The students have learned about the overseas pop-culture through the media including broadcast, television, newspaper, entertainment magazine, advertisement and Internet. At the same time, they can get some information from their schoolmates or friends.

Through the discussion, the students express an idea that overseas pop-culture have both positive influences and negative effects.

(1) Positive influences. Some students said: "pop-culture contains much positive educational significance to us and encouragement for the individuals, such as care for individual, personal realization of social value, personal experience of growth. It deepens our understanding of friendship and improves our respect for life and people with different races and cultures." ——A boy from 101 High School (senior student of Grade 3, 18 years old)

(2) Negative effects. Because of age, although the students have conscious of "cherishing the time", widespread influences of the pop-culture still have strong attraction to them.

"Most of the time, I spend most of my time on study and rest, while I can't manage myself if there's a brilliant show on TV. It wastes a lot of time." ——A boy from FengTai NO 1 High School (senior student of Grade 1, 17 years old)

"Sitting in front of the computer or television for a long time could do harm to our health. My eyesight got weaker when I was in elementary school because of reading Korean popular novels. Surfing on the net for a long time will also have bad effects on our eyes." ——A boy from HePing Street NO 1 High School (junior student of Grade 2, 15 years old)

### **3. Attitudes from parents, teachers and schools on pop-culture**

The parents' attitudes towards the overseas pop-culture are mainly as follows:

"My parents suppose that these have nothing to do with my examinations, it is not helpful for entering a higher school, so it is absolutely a waste of time." ——A boy from 101 High School (junior student of Grade 1, 14 years old)

"My mother thinks that I may read these things, but I must communicate with them first, because they hope to learn my ideas and viewpoints, sometimes my mother could also read my books, my grandfathers reads 《Harry Porter》 too." ——A girl from 101 High School (junior student of Grade 1, 13 years old)

"My father and mother have no regulations on this so long as I can manage the time and no disturb for my study and rest." ——A boy from 101 High School (junior student of Grade 1, 13 years old)

Everybody thinks that schools and teachers have not intervened excessively in everybody's preference to "pop culture", while they insist that students must put study at the first place. At the same time, their teachers would also recommend some pop-culture (such as English popular songs and so on).

"Our English teacher recommends the songs of Westlife, because they express emotions very much, and their rhythms are quite slow, we may improve our listening ability in our spare time." ——A girl from FengTai NO 1 High School (junior student of Grade 2, 16 years old)

### **4. The comparison between domestic pop-culture and the overseas pop-culture**

Generally, students think there is widespread educational significance in both domestic and overseas pop-cultures, while the ways of educating seem quite different.

"Japanese cartoons, such as 'The Slam Dunk', actually have some great educational significance. Their plots, characters are all ordinary ones. These people have same experience and the shortcomings as we do, while there is always telling in our cartoons, the characters in it are all heroes and so on, they have no sympathetic chord. At the same time, they are too childish; it seems that they are designed for the child of 3-5." ——A girl from FengTai NO 1 High School (junior student of Grade 2, 16 years old)

At the same time, students also reflect that the domestic pop-culture (such as computer games or cartoons) needs improvement in plot design, visual effect, and technology. Compared with the novel plots, splendid scenes and vivid characters, which the overseas games have, the domestic pop-culture still has obvious gap in these aspects.

On the contrary, the students display extremely recognition and deep love in "the essence" of Chinese traditional culture.

"Actually, we are not quite familiar with foreign cultures and their background. These pop-cultures, especially the popular novels, I think they have no everlasting value. It is reasonable that we say 'only the classics can spread forever'. I suppose that reading our famous works is good for us. The reorganizations of the great works have no significance at all, the popular soap operas will destroy the original works absolutely." ——A boy from FengTai NO 1 High School (senior student of Grade 2, 16 years old)

"The subjects of Chinese culture and foreign culture all involve love and the reality, while Chinese novel 'Dreams in the Red Mansions' covers much more, it has involved knowledge of architecture, esthetics and so on. Chinese culture is abundant and profound after all because of its long history of more than 5,000 years. Some foreign cultures had been influence by our culture, now they have their own national characteristics. So I insist that our traditional culture should be passed down from generation to generation." ——A girl from 101 High School (junior student of Grade 1, 13 years old)

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