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A SUMMARY OF THE GENERAL REPORT OF KIANGSI'S FIRST
CONFERENCE ON SCHOOL ADMINISTRATION

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I. A TENTATIVE REVIEW OF EDUCATIONAL REFORM SINCE THE LIBERATION

Achievements: A total of 167 ^{public and private} ~~intermediate~~ ^{secondary and higher} schools and colleges (constituting less than 60 percent of the all schools before the liberation), 1,541 ^{forward municipal} ~~public~~ primary schools (77 percent of the pre-liberation total), and 5,976 village schools (pre-liberation total unknown) have been restored. There are at present 43,626 students in the ^{secondary and higher} ~~intermediate schools and colleges~~ and 387,878 in the primary schools. Social education programs are under way in certain areas. A majority of the schools have conducted special lecture meetings for teachers and for students; as a result, the ideological level of the students and teachers has been raised and their attitude to work and study has begun to change for the better. Some fundamental reform has also been carried out; for instance, new text books have been used by most of the schools, and a political course has been added to the school curriculums. As to school administration, the administration of reactionary discipline in the school and its system ^{of} ~~thought control~~ have been abolished and a new democratic system to handle the students has been implemented. Many schools have carried out various programs under which the teachers receive political training. A committee on school administration headed by the principal has been established in each school to carry into practice the new democratic, and centralized administration of the school system. School finance is now open for public inspection.

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Feudal fractionalism in the schools has been basically eliminated. In short, all schools are full of a new spirit.

Shortcomings: The policy of wiping out the reactionary educational system of the former regime and establishing the new democratic educational system, embodied in the Educational Reform Program issued ⁱⁿ ~~last~~ ¹⁹⁴⁷ August, is absolutely correct. However, some missteps occurred in our work because we were too anxious to have everything changed in a short time and failed to study the real problems involved. For instance, we combined schools with discordant functions into a single school, and we introduced too many drastic changes to some schools, etc. Moreover, there are many village schools which have not been restored but it is not primarily because of inadequate finance or because of the fears among the masses as to the inability of some local governments. It was because some government agencies still feared to hire educational workers of the former regime. In dealing with the intellectuals, we need more patience, more persuasiveness, and a more cooperative attitude. Our organizations in charge of school administration have not been very efficient; they did not thoroughly understand the over-all situation and hence failed to give very effective guidance.

II PRESENT AND FUTURE POLICIES

(1). Our general policy is to restore schools by means of systematic plans and to reform them step by step.

In areas where a majority of the schools were discontinued we should restore these schools in an orderly manner so that students and teachers may go back to the schools as usual. The government should help the schools solve their difficulties. However, we must not

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restore schools which have not satisfied certain conditions. For instance we must not restore those schools which have a number of teachers but not a corresponding number of students, or which lack the necessary facilities.

We should cooperate with the masses in restoring schools; for instance, by explaining the situation before meetings of the people's representatives. We should make preparations for the diverse tasks in the restoration of schools not scheduled to begin until next spring. These preparations should begin right after this conference on educational administration.

We should effect the necessary reform of the schools formerly run or controlled by local despots instead of discontinuing them. School mergers are no longer necessary except for extremely corrupt and reactionary schools. Approval should be obtained from a higher authority in case a merger is deemed desirable.

We should guide the restored schools toward reform with well-prepared plans. We are opposed to the deviationist tendency of giving them a free hand.

School reform should be carried out with well formulated plans. At present, we should place our emphasis on reforming the ideology of the teachers and students (particularly the ideology of the teachers). This reform consists in thought indoctrination, improvement of the substance of the school curriculums, development of a new attitude toward study, and improvement of the teaching methods and teachers' leadership in general. We should adopt various educational methods from the former regime if they prove to be profitable to us.

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(2). We shall allow the private schools established by Chinese to exist except those which are extremely corrupt and reactionary and improve them through reform. Schools which make remarkable progress through reform will be given a prize or subsidy. It is strictly forbidden to use schools as instruments for reactionary activities. Official licenses will be granted to schools if they have made progress in the probationary period.

(3). Private village primary schools will be allowed to operate except the most corrupt and reactionary. We shall guide them toward reform starting with the school curriculums, teaching methods, etc). This is necessary because such private schools still play an important role in rural education. They can be replaced only when more modern schools are established.

(4). We should train more teachers, but we should also reindoctrinate the present teachers. We should unite them in a more generous spirit and show them how to serve the people better. Teachers who have lost employment as a result of school reform and reorganization should be entitled to job replacement service or assigned to schools for further study, except for those who are really despots and who are hated by the public.

The teachers' unemployment problem will become less acute since many school are reopening. Next year the teachers colleges should reduce their regular enrollment, freeing facilities to give brief training to unemployed teachers.

Present teachers colleges should be strengthened; the size of their enrollments will be determined in the light of the actual demand for teachers.

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We should speed up the present training program for teachers; we should also establish various study programs, such as a training program during vacation, teachers rotation training classes, study clubs, and others on a permanent basis in order to increase the teachers' political ideological level and their teaching technique. Moreover, we should help teachers develop their interest in politics so that they will participate actively in the educational enterprises of the new people's democracy; for instance, by organizing them into a teachers association.

(5) We should make it easier for the children of workers and peasants to receive an education and we should also improve facilities for the spare-time education of workers and peasants themselves.

(6) Our general objectives are as follows:

(a) To win the support of revolutionary intellectuals and to promote their interests we should initiate various regular and short-term training programs for intellectuals; on the other hand, we should improve the present-day specialized vocational schools, intermediate schools, teachers colleges so that a new generation of revolutionary intellectuals in various fields of learning will be forthcoming.

(b) To strengthen our leadership in general social education, we should systematically restore schools and reform them step by step in order to bring up a new generation of citizens who with fundamental knowledge, and good health in body and mind and who love their motherland, people and working class.

(c) We should plan and carry out social educational programs so as to raise the political and cultural level of the masses of people.

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III SCHOOL ADMINISTRATION AND EDUCATIONAL SYSTEMS

(1). The school administration will be headed by a principal who is responsible to the government. For large schools a committee school administration may be created under the principal. This committee will be in charge of the study and the determination of school policy, appropriation, personnel administration and other problems of importance. In case the government has not announced the appointment of a principal, the school administration committee should assume the function of the principal. The school administration committee should be composed mainly of teachers, but also with representation from employees and students. As far as the school administration system is concerned, we are opposed to the principal's dictatorship on the one hand, and opposed on the other hand the system by which everything has to be decided by discussion and no person takes the responsibility of leadership.

The school administration should combine both the spirit of centralization and the spirit of democracy with a view to developing the teachers' enthusiasm and potentialities.

It is hoped that teachers will be devoted to their work, study with greater effort, and be determined to carry out various reform programs under the stimulus of becoming their own masters.

(2) In view of the fact that our higher authority has not yet issued a uniform regulation governing the instruction systems, we make the following tentative rules:

(a) The school examination system will continue to be used. However, the examination will not be used as a measure with

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which to punish students, but as a device to encourage students to review what they have learned. The computation of a grade should take into account class work, and political theory counted as a major subject. A student's credit rating for behavior discipline should be determined through self-criticism, and group discussion, with proper evaluation by the school authority; it would be best not to use the vague expressions of Grade A, B, C, etc. for credit rating.

(b) The incentive and punishment system will continue. Nevertheless, this system should not be overused, particularly the dismissal of students, because the too frequent use of this system will defeat its own purpose. Public commendation, credit points, criticism, warning, demerit points, probation, dismissal and other devices now used by some schools can continue to be used.

(c) The number of daily class meetings will remain the same as before and it should not be increased since students need time for homework, recreation, sports and other activities. Social activities should not last more than 6 hours in intermediate schools and 3 hours in advanced primary (fifth and sixth grade) schools.

(d) Specific regulations on summer and winter vacations, farming season vacations, and other school holidays will be issued in the near future. To accord with prevailing practice and custom among teachers, the next winter vacation will start on 20 December (Chinese lunar calendar) and end on 16 January.

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(e) The opening dates for the spring and fall semesters will temporarily remain the same as before.

(3) In the past the children of workers and peasants received no chance to get an education. Therefore, we should now give them some special privileges, as for instance, by not applying the age limitation requirement too strictly on students whose age is not too far out of line, and by liberalizing their entrance standards. In industrial areas where there are concentrated a great number of workers, more schools especially designated for workers' children should be established. Appropriate leave should be given to the children of peasants in areas where manpower is scarce.

(4) A system should be established under which teachers will conduct regular studies mainly of political theory and teaching methods. The purpose of political study is to enable teachers to grasp the essence of governmental educational policies. This system would become one of the criteria for evaluating the competence of the school authority. Study conducted individually and by group meetings and lectures would constitute the substance of this system. The school authority should constantly provide guidance to its teachers and supervise the teachers' study program.

(5) There should be no rigid regulations for establishing various schools in rural areas. A village school may be set up when there are about 20 prospective students. Advanced classes may be opened in primary school if there are about 20 prospective students. Classes for different grades may be jointly held when the number of students is extremely small.

Teachers who have been employed but who have no teaching

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now as a result of the insufficient number of students will not be discharged until next spring.

IV TEACHING METHODS AND DISCIPLINE

Teachers should teach the students the science and culture of this New People's Democracy; in addition, they should teach political ideology. They should effectively inculcate in the students, both through their daily lectures and in their daily contacts, the virtues of patriotism, love of the people, love of work, love of science, and love of public property. The final goal is to enable the students to create a revolutionary philosophy of life. Judging from the reports heard at the conference, one gets the impression that in many schools the students did not show interest in the political lectures which therefore had no significant influence over them. This was not because the political lectures were not justified but rather because the wrong method was used. The political lecture is indispensable, and so the method of conducting this lecture must be improved. Political lectures must be linked to the real problems the students have in mind. We should answer their questions (recently some students misunderstood the real purpose of the government land tax, and of the rent and interest reduction movement) stimulate their thinking, and use the school courses and social activities to purge the old attitudes and replace them with the attitude of service to the people.

Basically teaching methods should help bring together theory and practice, teaching and learning. In addition to the class lecture, teachers should give guidance outside the class in class work preparation, review, research and discussion).

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Basically teaching methods should help bring together theory and practice, teaching and learning. In addition to the class lecture, teachers should give guidance outside the class in class work preparation, review, research and discussion).

Teachers should study instruction methods, know thoroughly the substance of their lectures, understand their students, and appeal patiently to the majority of the students. They should constantly solicit their students' opinions and study them so that they may improve their teaching technique. We must oppose the harsh, domineering teaching method which pays no attention to the actual reaction of the students.

Students should create a new attitude in study. We study because we want to serve people (first of all, the workers and peasants). We study so that we can build the People's Republic of China. Therefore, we must purge the erroneous attitudes of taking study as a means to becoming a high government official or getting personal enrichment or as a step to winning reputation for one's family, or the like, an attitude which is contemptuous of workers and peasants. We should make every student interested in study.

With respect to discipline, we are against both extremes: punishment either vocal or bodily or extreme liberty; we favor an orderly and disciplined democratic system. We should use persuasion, guidance, self-criticism, prizes, etc. to cultivate self-discipline. Teachers should love their students and teach them with patience. They should listen to the students' opinions and improve their teaching methods. Students should respect their teachers and listen to the teachers' sound advice.

The students assemblies and the Young Pioneers Corps are conducted by the students themselves; the purpose of these organizations is mainly to unite all students in order to guarantee the fulfillment of the educational program and in the meantime to

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assist the students in their regular studies and to provide various social services for the students' welfare. The school authorities should give students assistance in carrying out the above-mentioned activities, but should not take over the performance.

V SOCIAL EDUCATION

Social education or the education of the masses is a task of great significance. It should be expanded gradually by careful planning. With no special organization responsible for the social education program, social education must take a multitude of forms to provide for prospective students with full-time jobs. The curriculum should be of practical use to the students and it should be adjusted to the students' leisure time and initiated not only by schools but also by other cultural institutions.

The people's educational auditorium or hall in each area should be the leading center from which to carry out various social educational programs. These programs should be related to the main political objectives of each stage of political development. The major vehicles of social education are blackboard bulletins, picture posters, wall bulletins, public speech, evening adult classes, newspaper reading groups, discussion groups (consisting of workers, shop keepers, poor people and others), reading rooms, organized sports, and organized recreational activities. In areas where there are no people's educational auditoriums, teachers and students in the local regular schools should be responsible for selected social educational programs (particularly evening classes, classes meeting only half a day and supplementary classes).

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VI LEADERSHIP QUESTION

We should improve the organizations responsible for educational administration by assigning to them sufficient personnel. In the hsien government where there is no appropriate person to head the educational division, an acting division chief should be selected. Proper procedure must be followed in assigning or reassigning educational personnel. The Department of Education of the Kiangsi Provincial Government will soon open a training class for educational administrative personnel; graduates from this class will be assigned to work in the educational divisions of the hsien governments. Educational activities should be integrated with other political activities so as to realize the general objectives for the country as a whole; however, these activities must be so conducted as to realize their original educational objectives and not lose their identity as educational programs. Educational workers should improve their own jobs through careful study. We should develop new experience by concentrating our efforts on a limited number of schools which have wider and deeper influence among others. We should create them as good examples for the rest. Agencies responsible for administration should, in addition to routine business, conduct regular inspection of the schools under their jurisdiction. Intermediate schools should be supervised by the provincial government or its representative agencies, while primary schools and schools for social education should be supervised by hsien governments. Public schools supported by the hsien government should give academic guidance and other assistances to the village schools or private schools.

In work we must always rely on the masses of the people and

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listen to their opinions. We should give more liberty to the teachers and employees in various activities and lead them onward to progress through actual work. Agencies responsible for educational administration should consider their foremost task to unite together teachers and school employees. (See also National File, 17-20-50)

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