

JPRS: 3019

26 February 1960

MAIN FILE

RETURN TO MAIN FILE

THE GREAT REVOLUTION AND GREAT DEVELOPMENT IN CHINA'S EDUCATIONAL PROGRAM

[Translation]

**DISTRIBUTION STATEMENT A**  
Approved for Public Release  
Distribution Unlimited

20000105 125

Photocopies of this report may be purchased from:

PHOTODUPLICATION SERVICE  
LIBRARY OF CONGRESS  
WASHINGTON 25, D. C.

-----  
U. S. JOINT PUBLICATIONS RESEARCH SERVICE  
205 EAST 42nd STREET, SUITE 300  
NEW YORK 17, N. Y.

FOREWORD

This publication was prepared under contract by the UNITED STATES JOINT PUBLICATIONS RESEARCH SERVICE, a federal government organization established to service the translation and research needs of the various government departments.

ALL INFORMATION CONTAINED  
HEREIN IS UNCLASSIFIED  
DATE 11/19/01 BY 60322 UCBAW

JPRS: 3019  
CSO: 3323-D

THE GREAT REVOLUTION AND GREAT DEVELOPMENT IN CHINA'S EDUCATIONAL PROGRAM

Jen-min Jih-pao

Peiping

8 October 1959

p. 7

Yang Hsiu-feng,  
Minister of Education

The Unprecedented Speed and Scale of  
the Development of Education in the  
Past Ten Years

Under the leadership of the Chinese Communist Party and the great leader, Comrade Mao Tse-tung, the people of our country have been working vigorously to transform speedily the destitute appearance of our country. The general line of the party to forge ahead to construct socialism in numbers, speed, quality and economy has aroused the people of the entire country to fight in a high degree of revolutionary zeal and boundless creative power to win victories. The educational front, like every other front, is also noted for its incessant revolutions and successive victories. During these ten years, some 1,000,000 schools of all descriptions were founded to provide opportunities for nearly 200,000,000 people to receive education. The broad worker and peasant masses are now arming themselves with socialist and Communist ideology as well as modern science and culture. A gigantic force of Communist and expert intellectuals is now being formed. The cultural and educational backwardness is quickly being transformed.

The speed and scale of the educational development of our country in the past ten years is indeed unprecedented. By 1958 the number of students in all the schools and the ratio of increase over the peak year of the old China were these: The number of children receiving pre-school education was 31,000,000, an increase by 237 times. The number of primary school pupils was more than 86,000,000, an increase by 2.6 times. While an average of 85% of all school-age children throughout the country were in school, primary education, however, had become universal in a large number of cities and districts. The number of middle school students was 10,520,000, an increase by six times. The number of higher school students was 660,000, an increase by 3.2 times. The year of 1958 was a year of great leap forward in education, during which there was an increase of 30,000,000 children receiving pre-school education and 22,000,000 primary school pupils, a 34.4% increase over those of 1957. There was also an increase of 5,000,000 middle school students, an increase of 70%, and 220,000 higher school students, an increase of 50%. In these ten years the higher schools and the specialized middle schools trained for the country nearly 2,000,000 technical

people of both higher and middle levels. At the same time, we launched a drive among 100,000,000 workers and peasants to wipe illiteracy, and also expanded spare-time education for workers and peasants. In 1958 some 60,000,000 people were taught under the anti-illiteracy program, and more than 30,000,000 attended various kinds of spare-time schools. Before the liberation, very few children of the worker and peasant masses had the opportunity to attend schools. Since the founding of the People's Republic, the state has adopted various positive measures to increase the ratio of worker and peasant elements in schools at all levels. By 1958 over 90% of kindergarten and primary school pupils were children of workers and peasants. The ratio of workers and peasant elements in middle school was over 70%, and that in higher schools was 48%, which went up to 62% among new students admitted to higher schools in 1958.

The Great Development in Education Is Due to  
The Educational Reforms in the Past Ten Years,  
Especially the Great Revolution and Great Leap  
Forward in Education in 1958

---

The great development in education is due to the educational reforms in the past ten years, especially the great revolution and great leap forward of 1958. Upon the founding of the Chinese People's Republic, we took over all the schools of the country and abolished the Fascist control by secret police which the Kuomintang had imposed on schools, and recovered our sovereignty in education from the hands of the imperialists. Then we launched in all the schools of the country a Marxist-Leninist ideological political education, transformed the thought of teachers and students on the basis of past political drives, and attacked feudalist, compradorial and Fascist as well as capitalist class ideologies. In 1957 we also launched the rectification campaign and struggle against capitalist rightists. While these struggles were going on, we also introduced a series of reforms to the old system of education and built up step by step a socialist educational system in the light of the best tradition of the educational work of our revolutionary base, the advanced experience of the education of the Soviet Union and the principle of socialist education. After the reorganization of colleges and departments, the ratio of students specializing in engineering and teacher-training in the higher schools has increased greatly. The ratio between engineering students in the higher schools and the total number of students in the entire country jumped from 17.8% of 1947 in old China to more than 37%, and that for students in higher normal schools from 13.5% to more than 24%. The reorganization of colleges and departments ushered in the method of training experts by specialization, and more than three hundred subjects of specialization have been offered by the specialized higher and middle schools. These met especially well the need of the construction of the state. In the establishment and development of schools at all level,

We have introduced rational adjustments in the light of national-wide coordination and local conditions, strengthening specialized higher and middle schools in the interiors and stressing the development of middle schools and primary schools for industrial and mining areas, villages and minority districts. This has wiped out once for all the uneven development of education which existed in the semi-colonial old China. As we consolidated, transformed and trained the teachers, we have also done a lot to train new teachers. The numbers of teachers of specialized fields in schools at all levels increased from 930,000 in 1949 to 2,500,000 in 1958. Due to the political awakening of teachers and the ever increasing standard of their specialized skill, thousands and hundreds of thousands of model and progressive teachers have cropped up at our educational front.

In 1958, on the basis of the gigantic victories won at the economic, political and ideological fronts in the socialist revolution, the people of our country, inspired by the general line of the party to construct socialism, brought about a great leap forward in the national economy and the communization of the villages throughout the country. Under these new conditions, the worker and peasant masses demanded a speedy raise in the cultural and technological level. To meet the requirement of the broad masses, to achieve the socialist revolution, and to speed up socialist construction for achieving step by step both technological and cultural revolutions, the party Central Committee promulgated the "Directives concerning Educational Work," stating that education should serve the proletariat politically, that education and productive labor should be coordinated and that educational work must be led by the party. It also pointed out emphatically that to develop education in numbers, speed quality and economy, it is necessary to adopt the method of "walking on both legs" in order to follow the mass line and to make the party and the people run schools. This policy immediately received the ardent backing of the people. As a result, a great educational revolution founded on combining education and productive labor and on mass movement to develop education in numbers, speed, quality and economy spread very vigorously in the entire country. This revolution completely weeded out the traces of the old system and old ideology left behind by the capitalist class education. It also established the Marxist-Leninist ideological leadership, and brought into full play the enthusiasm for mass-run education, ushering in a brand new era in the educational program of our country.

#### The Crucial Point in the Great Educational Revolution Is to Combine Education and Productive Labor

Our educational program is one of the powerful tools which the proletarian class has to transform the old society and to construct a new society. As early as 1934 Comrade Mao Tse-tung had pointed out that the general cultural and educational policy of the revolutionary

base was to educate the toiling masses in the spirit of Communism, to make education serve the interests of the revolutionary war and class struggle, to combine both education and manual work, and to enable the masses of China to enjoy culture and happiness. The education at the erstwhile revolutionary base and that since the founding of the People's Republic both followed basically this educational policy. The objective of the great educational revolution since 1958 has been to make the educational program of our country serve even better the socialist revolution and socialist construction, weed out the exploiting class and the remnants of all exploiting institutions, and eliminate differences between brain work and manual work so as to work for our future transition to a Communist society. Such being the case, our educational work must rest on the full implementation of the party's educational policy in order to "make those receiving education able to develop morally, intellectually and physically, and become workers imbued with socialist consciousness and culture." It aims at educating brand new all-round people not only politically awakened and cultured, but also capable of doing brain as well as manual work, and turning intellectuals into manual workers and manual workers into intellectuals.

The great educational revolution also solved the problem of the relations between education and politics. The capitalist class advocated hypocritically that "education is for education's sake" and that "students must not have any part in politics." We, on the contrary, advocate that education must serve the political interests of the proletarian class and that professional undertakings must be correlated to politics in order to train talents who are "Communists and experts." That is why we take the Marxist-Leninist ideological political education and the work of the party as the soul of all school work, and we want politics to take lead in all the cultural and scientific work in schools. We have given teachers and students extensive and serious socialist and Communist ideological education based on systematic Marxist-Leninist theories, on the political and economic trends and tasks of each period, and on participation in all kinds of political drives as well as productive labor. In 1958, under the leadership of party, both teachers and students, by means of debates, solid facts, reasoning, criticisms and self-criticisms, attacked the capitalist class viewpoint, which keeps apart professional undertakings and politics. This has enhanced to a very great degree their socialist consciousness. The masses have already rejected the capitalist class individualist concept which stresses "only experts but not Communists" and only the "way of experts," aiming at nothing but fame and gains. The ambitions of teachers and students now are to arm themselves with the proletarian view of the world and "to be proletarian intellectuals."

The crucial question of the great educational revolution has been to combine education and productive labor. This is a far-reaching revolution with a profound historical impact. Ever since mankind reached the stage of classed society, the only kind of education run by all the exploiting classes has been to keep education and productive labor separate, to look down upon manual labor and the spirit of manual workers, and to teach to students incomplete knowledge. If this tradition of the exploiting class education were not completely weeded out and if education and productive labor were not combined, it would be impossible to reach the objective of bringing up "socialist conscious and cultured workers," and education would fail to work in the political interests of the proletarian class.

The teachers and students of schools at all levels who went through the socialist revolution at both the political and ideological fronts have already raised their socialist consciousness and understood the importance of training in productive labor. In the spring of 1958, due to the rally and leadership of the party, the student masses, combining manual labor and studies, participated extensively in productive labor and brought about a large-scale drive to go down to factories and farms. The teachers and students of and above the middle school level went in batches to the factories, mines, construction sites and villages to live and work with the workers and to train themselves by learning from the workers and peasants, while they were engaged in productive labor. Primary school teachers and pupils also took part extensively in productive labor for social welfare, which they are physically capable of doing. Just before the summer vacation, due to the call of the party "to destroy superstition and to liberate thought" and the enthusiasm of the worker and peasant masses, the teachers and students, showing the Communist courage to think, speak out and act, launched drives in schools to run factories and farms. The teachers and students not only took part personally in the work and swept away many difficulties, but also joined hands with factories to help one another. When they did not have the proper tools, they used what was available. When they did not have the know-how, they learned as they worked. They silenced those who sneered and ridiculed them by their real accomplishment. It was in this way that each school was able to build one or several factories, machine shops and mills in just a few days. As the schools ran factories and farms, the normal schools started spare-time schools for workers and peasants in factories and on farms. Medical and pharmaceutical schools also assisted the workers and peasants to establish and operate hospitals and clinics. Each one felt that it was an honor to be able to serve the worker and peasant masses and contribute one's effort to the development of the nation's economy. During the mass drive to produce iron and steel, the teachers and students of all localities also launched mass drives to produce iron and steel. Some 90,000 higher school science and engineering students and young teachers proceeded to the steel production front to take part in and support the steel production

and the "three autumn" drive of the masses. Among these there were over 2,000 teachers and students of the Peking Steel Academy dispatched to the provinces, cities and autonomous regions to participate in such jobs as mining, ore selection, smelting, the manufacture and installation of machines, metal analysis, processing of compressed metals, and the casting and designing of parts. When they themselves smelted steel and taught the people to do same, they trained large numbers of steel workers and technical cadres, as well as themselves. The following are their ambitious pledges.

"Onward to the frontier, the Yangtze and beyond,  
To wage a war for steel we're bound.  
Our sweat flows to bathe the country, and  
Peace in a land of steel forever stand.  
The smelter blaze shining the world around,  
Tempers heroes hardy and sound."

The teachers and students who took part in real productive labor in factories, farms and other social undertakings have broadened their knowledge and unfolded their wisdom. Many scientific and technical problems encountered in actual work which required solutions in turn led to mass drives in higher and middle schools to launch scientific research and technological renovations. These drives have been very fruitful too.

The outcome of this educational revolution, which the masses carried out in accordance with the educational policy of the party, led to the discovery of many concrete ways to combine education and productive labor. The party's central authorities summed up the experience of the masses and pointed the directions in which attention should be guided. When a school runs factories, it must not only train people, but also experiment in the manufacture of new products. On the other hand, when a factory or commune runs schools, it must not only put out new products, but also train new people. Schools have been grouped into three categories, i.e., full-time schools, part-time (part-time study and part-time work) schools and spare-time schools. Schools at all levels must include in their curriculum both productive labor and class work, and all the students must take part in productive labor according to fixed schedules. All full-time schools should be concerned principally with class work, but their students must take up a definite amount of productive labor, which, as far as possible, should be coordinated with their fields of specialization. Part-time work and part-time study (half-day study and half-day work, or work and study to alternate every other day, or one-week study and one-week work) must be carried out in spare-time schools. The students of these schools are students as well as workers and peasants. These are the three basic procedures for the students to take part in productive labor: First, to work in factories and farms inside the schools. This is to facilitate

planned programming of teaching and manual work, to regularize and systematize productive labor. Secondly, to cooperate or sign contracts with the people's communes for the students to work in commune factories and farms. This places teachers and students in close contact with the masses and broadens the scope of their knowledge. Thirdly, to take part in productive labor for social welfare. This is especially good for cultivating the Communist attitude toward work without remuneration. These three should be planned and coordinated properly, and must not be overlooked. The spare-time schools for workers and peasants are to give school instructions during spare-time, and school work should be subordinated to production. This not only ties education to productive labor, but also ties productive labor to education, enabling the one to supplement the weaknesses of the other. These three kinds of schools together will help turning intellectuals into workers and workers into intellectuals.

Facts Prove: the Combination of Education and Productive Labor Is Beneficial to the Moral Intellectual and Physical Development of Teachers and Students and Helps Improve the Quality of Education

Actual experience of more than a year proves that a combination of education and productive labor is beneficial to the moral, intellectual and physical development of teachers and students, and helps improve the quality of education.

There is a social consciousness in every society that exerts a decisive influence on man. When students take part in productive labor and come into close contact with the worker and peasant masses, they receive an education embodying the viewpoint of the proletariat, the workers, the masses and dialectical materialism, which brings changes to their attitude. Only after they have taken part in productive labor, tempered and moulded by it, and used their labor to create for society both material and non-material wealth can they appreciate the truth of the creation of society by labor, the dignity of labor and the error to detest manual work. To see glory in manual work and to strive to do manual work have already become the dominant trend. The students, sharing the firm selfless attitude of labor, have spurned the habit of "seeking leisure rather than physical labor." Closer contact with the worker and peasant masses, a firm class stand, an impeccable integrity and a pronounced sense of right and wrong have all worked to give a vigorous education to the students, who, while engaged in manual labor, have realized the sublimity of the working people and the increasing need to identify their destiny with that of the working people. Actual manual work has made them not only aware of the weight of collective strength and the importance of labor discipline, but also more devoted to and concerned about collective undertakings and more willing to accept discipline. The following describes the nation's youths who are making themselves manual workers.

"If you've bruised and blistered your hand,  
You have changed your class stand.  
If you find your skin sunburnt and tan,  
It's a sign you've turned a Communist fan."

Students from worker and peasant families who took part in manual labor have become even more firm in the own class stand and conviction and much less susceptible to ideological changes, which are possible if they stay away too long from productive labor. In the eyes of workers and peasants, the students of today are no longer "the learned" who "never used their limbs and could not distinguish the five grains", but intellectuals of their own class. They say to the students: "In the past we wondered where you all would be after you studied, but now we worry no more."

As teaching and productive labor are combined and as classroom instruction and field instruction are well coordinated, schools at all levels are better able to put into practice the principle of the unity of theory and practice in cultural, scientific and specialized instructions, thereby increasing the effectiveness of education. The general reactions of the students to this are that, after taking part in productive labor, they have acquired more intuitional knowledge, their studies have become more lively, they are better able to comprehend abstractive knowledge, learn faster, remember better and work more independently. This is especially true in the case of specialized higher and middle schools where technical and specialized studies combined with actual productive labor show much better results than when only abstract concepts were taught in classrooms. Achievement has been particularly noticeable in practice of production, curriculum designing, and planning of graduation thesis. Prior to this, the trainees never worked seriously and accurately because no stress was placed on actual output. Now, as practice and actual output have been tied together, the situation is entirely different, the students have shown improvement both in working attitude and technical skill. Previously, curriculum designing and plans for graduation covered mostly hypothetical subjects, entirely unrelated to reality. The students used to say that the process was a transplantation "from books to data, from data to charts and tables, and then the application of formulae and figures. When the plan is completed, there is not much one can do to test its accuracy. It is often a load of paper." Now, they begin by selecting practical problems and work with a definite objective in mind. Many of the factors, such as the articles to be produced, production facilities and equipment, technological requirement, the location of factories and geological factors, are real and concrete. Usually there is division of labor in drawing up plans, plus some form of rotation of duties. Then they check each other's work, hold group discussions to review the projects in their entirety to examine the essential points. Every school believes that this is the best way to tie together theory and practice. It brings together

teaching, production and scientific research much better than hypothetical planning. For instance, the topics covered by the graduation plans of the graduates of Tsing Hua University in 1958 were tied directly to production. Some 228 of these graduation plans were rated as excellent by authorities other than the university itself, and all of these have offered solutions to actual production problems. Some 141 of these have reached a high level of achievement. The graduates of the Department of Hydraulic Engineering worked on the engineering plans for the Mi-yun Dam, the Ch'ao-ho Complex, the Pai-ho Complex, the Ch'ang-fang Dam and many other small dams. These plans were quite good. The quality of teaching in middle schools and primary schools in the current year also showed considerable improvement.

Just as Engels said, "the birth and growth of science are determined right from the beginning by production." In the latter half of 1958, due to the great leap forward in industrial and agricultural production and the participation in productive labor by large numbers of teachers and students, many scientific and technical problems, that came up in actual production, in turn pushed forth the development of scientific research in the higher schools. Under the leadership of the party, all the schools have come to see the importance of bringing together theory and practice in scientific research in order to serve the interests of socialist construction. When they mobilized the masses to wipe superstitions, liberate thought, think and act without fear, they did away with the blind faith in a few specialists and the myth about scientific research. They have launched large-scale mass drives in the light of the mass line of bringing together experts and the masses. This has done a great deal to alter the outmoded attitude of a small minority of experts who sought only personal positions and gains and carried on scientific research quietly and solitarily without reference to reality. They have also brought about an upsurge in scientific research, inventions and creations. The research projects completed by the higher schools in these few months are ten times those of 1957 and much better in quality than those of any previous year. They have not only found solutions to many pending problems in our national economy, but also achieved a lot in scientific technology, such as atomic energy, jet mechanism, electronic computing, radio electronics and other new branches of science and technology. What requires special mentioning is the fact that many of these achievements are the work of conscientious young teachers and senior students. New Communist experts are really cropping up continuously in our new society.

The coordination of education and productive labor has improved a great deal the quality of education. When hundreds of thousands of college students, millions of middle school and primary school students and millions of educational workers took part in productive labor in a well organized way, they formed a gigantic vigorous and educated labor force, contributing an immense force to the development of the nation's

economy. They have completed huge surveying, planning and construction projects. They have turned out nearly 1,000,000 tons of pig iron, several hundred thousand tons of steel, some 10,000 sets of lathes and tools and several hundred thousand tons of chemical and light industry products. They have planted trees covering tremendous area of land and developed handicraft and agricultural by-products. They have also taken part in social welfare work and given free support to the constructions of the state and the agricultural production of the communes, creating an immense amount of wealth for the state.

Due to the Great Leap Forward of 1958 in Education, the Greatest Majority of Localities in the Entire Country Have Set up Kindergartens and Primary Schools for Every Production Brigade of the Communes, Junior Middle Schools for each Commune, Senior Middle Schools for Each District, Specialized Middle Schools and Specialized Schools for Each Special Administrative Area, and All Kinds of Specialized Higher Schools for Every Province, Municipality and Autonomous Region

---

Since 1958, due to the great educational revolution, we have put into practice the party's policy of "walking on two legs" for developing the people's education by mobilizing and relying on the masses to implement the mass line which rallied the entire party and people of the whole country to run schools. In view of the need to blend together uniformity and diversity, popularization and specialization, centralized planning and relegation of authority to the localities, the state has operated schools, factories, mines and enterprises, while the people's communes also operated schools. Popular and vocational (technical) schools; adult and child education; full-time, part-time and spare-time schools; school education and self-education (correspondence and broadcast instructions); free and tuition-paying schools have been maintained all at the same time. This has aroused the enthusiasm of all circles to run schools. As the state expanded its educational program, the factories, mines, enterprises and people's communes also launched drives to run schools. Under the leadership of the local party committees, the workers and peasants have contributed labor to build schools for speeding up their own political awakening and raising their cultural and scientific levels. They also contributed labor and materials to solve the problems of school housing and expenditures. The problem of shortage of teachers has been met by "making all qualified persons wherever available to teach." Consequently, several hundred thousand of agricultural spare-time schools and tens of thousands of agricultural middle schools (part-time schools), ordinary middle and primary schools and kindergartens were set up over the country within

a few months. A great majority of localities have set kindergartens and primary schools for each commune production brigade, junior middle schools for each commune, senior middle schools for each district, specialized middle schools and specialized schools for each special administrative area, and all kinds of specialized higher schools for each province, municipality and autonomous region. Now, "there are schools everywhere and students in every household." The educational undertaking of our country has become the true undertaking of the people, serving them and controlled by them. The fact that the worker and peasant masses are engaged in learning is extremely important to the development of the socialist undertakings of our country. When the worker and peasant masses study philosophy, culture and technology, the level of socialist awakening and cultural and scientific standard will be raised. This means that they will be able to contribute much more to various kinds of construction undertakings.

The Educational Policy of the Party Has Been Fully Implemented During the Acute Struggles Between the Socialist and Capitalist Class Lines and those between the Advanced and Backward Ideologies

The educational policy of the party has been fully implemented during the acute struggles between the socialist and capitalist class lines and those between the advanced and backward ideologies. After the problem of the relations between "Communist" and "expert" was resolved, the relations between education and productive labor has been a crucial issue in the struggle between the proletarian concept of education and that of the capitalist class. When the drive to blend together education and productive labor had just begun, those who upheld the capitalist class stand advanced all sorts of "reasons" to attack our party's educational policy. Individual students who belonged to exploiting families and upheld the stand of the exploiting class openly expressed their opposition to the educational policy of the party. Upholding the reactionary concept that "scholars are the most respected among all classes," they claimed that the only task of students is to study and that they must not take part in manual labor. In reality, they simply attempted to perpetuate the distinction between brain work and manual work and the privileged position of the capitalist class intellectuals. They were opposed to making workers out of intellectuals and students. Under the leadership of the party, the teacher and student masses have criticized this concept and, in the light of this criticism, they have boosted their socialist awakening and marched forward without hesitation. When the teachers and students went to the countryside to take part in manual work and smelting, and when schools began operating factories and farms, certain capitalist class educators again raised what they called "the question of quality," predicting that "the quality of teaching would be sacrificed if the students took part in manual labor." They believe that only book knowledge is real knowledge, while practical experience is not knowledge. They do not understand that to take part in actual

productive work and class struggle is an important means of educating the students, who cannot get real and complete knowledge, unless the abstractive knowledge in books and the intuitional knowledge of practice are blended together. Actual facts demonstrate that when students take part in productive labor, if proper adjustments are made, the quality of teaching improves instead of declining. There are also others who claimed that they had always favored "learning while working" and "part-time work and part-time study." They seemed to say that the blending together of education and productive labor is nothing new. Those people who said these things are simply capitalist class pragmatists whose views on education had been criticized long ago. They have not only overlooked the usefulness of theory, but also failed to explain "living" in terms of the realization of class struggle and production struggle. In fact, they just wanted to abolish education, a stand diametrically opposed to the educational policy of the party. There were still others who believed that "manual labor itself is learning" and that it makes no difference whether one received education or not. The party has promptly pointed out and corrected this bias. Although one can learn in manual labor what cannot be learned in classrooms, intuitional knowledge alone, however, is not enough; it must be tied to book knowledge and abstractive knowledge. Just as Lenin pointed out that "only when one uses the totality of knowledge created by mankind to enrich himself can he become a Communist," the educational policy of the party requires that students seek book knowledge and play their proper role in production struggle and class struggle. They must not only study and work, but also blend the two together. Study without manual work is no good, nor is manual work without study any better. The implementation of this policy is impossible without launching mass drives to break through the restraint of habit, to destroy the old and build the new. Some people who criticized this during the mass revolutionary drives said that "the schools had become a mess, very disorderly." This is but a capitalist class distortion of the revolutionary mass drives. As for orderliness, the difference between us and the capitalist class rests not so much on whether or not we want order as on what kind of order and how that order is to be brought about. Just like the education of the capitalist class and the school order befitting its educational policy, the education of the proletarian class also requires the kind of school order befitting its educational policy. This order can be brought about only by mass drives which seek to destroy the old and construct the new. The party and government have summed up the creative experience of the masses and prescribed overall rules for school instructions, productive labor and student life. Now, the new school order befitting the implementation of the educational policy of the party has already come into being.

The leadership of the party is the only assurance of all victories. The fact that we were able to win victories in the struggle between the two lines and two methods in education was due to the correct leadership of the party. These victories in turn have further strengthened .

the leadership of the party in educational work and boosted its prestige in schools. This is indeed a decisive victory in the great educational revolution of 1958.

Since socialist education is a powerful tool of the proletariat to transform both mankind and nature and an important component part of the socialist revolution and construction, it must be led by the party. Since the mission of education is closely tied to the overall political and economic conditions, it would lose sight of its directions and fail to serve the interests of the socialist revolution and construction, if it did not come under the leadership of the party. The party Central Committee and Comrade Mao Tse-tung, who applied creatively the Marxist-Leninist principles of education and summed up the rich experience of our country's revolutionary education, have not only formulated a whole set of educational policies, lines and methods, but also resolved a series of theoretical problems, making it possible for our country's education to proceed successfully along the socialist line.

The leadership of the party over education has been established and strengthened after the proletarian educational ideology triumphed over that of the capitalist class. Since 1958 the party Central Committee and the party committees at all levels have adopted a series of measures to strengthen the party leadership over education, including periodic meetings to discuss educational work, recurrent propaganda of the party's educational policy, penetrating examination of the conditions of the implementation of these policies and summing up of the experience thereof, prompt solution of problems arising during the great leap forward of the educational revolution, the political leadership of party secretaries, and schools run by the entire party. Large numbers of cadres tempered in revolutionary struggles over a long period have been detailed to schools at all levels to exert leadership. In the higher schools where the system of responsible school administrative committees under the leadership of the school party committees is in force, the party leadership in political ideological work, teaching and scientific research has also been strengthened. These have assured the full implementation of the party's policies and programs, and led to tremendous victories in the great educational revolution.

Under the Firm Leadership of the Party, All  
Educational Workers Ought to Examine Rightist  
Ideologies in the Educational Work and Exert  
An Even Greater Effort to Keep on Leaping  
Forward

Guided by the beacon of the party's general line to construct socialism, our country is keeping up in the current year the leap forward after the great leap forward of last year. The people's communes, which

are already on a safe road of development, have demonstrated their boundless strength. The great appeal of the principal target proposed by the 8th Plenary Session of the party's 8th Central Committee to schedule forward by three years the completion of the Second Five-year Plan has been collecting all the creative power of our people into a torrent to break through various barriers to new victories. All our educational workers must study seriously the resolutions and related documents of the 8th Plenary Session of the 8th Central Committee, examine and overcome all rightist ideologies and sentiments, oppose rightist opportunism, raise their political consciousness, unify their viewpoints, strengthen the solidarity and muster their revolutionary zeal in order to struggle for the thorough implementation of the general line of the party,

After ten years of development, especially the great victories won during the great educational revolution and leap forward of 1958, our educational work has gained a lot of rich experience. Under the strong leadership of the party, all our educational workers ought to examine and overcome rightist ideologies in their work, and muster even greater revolutionary zeal to achieve better results. All those localities which have achieved the elimination of illiteracy and popularized primary and junior middle school education must pay attention to consolidate what had been accomplished, introduce more improvement and do well in operating a batch of key schools. Production must not be relaxed, while working to improve the quality of teaching in full-time schools. The higher schools must also develop scientific research. Anti-illiteracy drives and spare-time schools for workers and peasants ought to be pushed forth in the light of the sustained leap forward in the nation's economy. We must sum up experiences in actual work continuously in order to overcome drawbacks and obstacles, keep up the leap forward, strengthen and expand the educational revolution and achieve as soon as possible the historical mission of cultural revolution, the popularization of education and the training of millions of communist and expert proletarian intellectuals. We must transform the destitute and ignorant appearance of our country and make it emerge in the modern world as "a highly cultured nation."

5360

- E N D -