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HIGHER EDUCATION IN COMMUNIST CHINA

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HIGHER EDUCATION IN COMMUNIST CHINA

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I. CHARACTERISTICS AND HISTORY OF HIGHER EDUCATION

A. Scope of Higher Education

Eight years have elapsed since the People's Republic of China was set up and three years since the establishment of the Constitution in September 1954. The institutions of the Republic are modelled on those of the Soviet Union and are changing toward socialism under Marxism-Leninism. However, the institutions of the Soviet Union were not adopted in an unqualified manner, for the traditions and characteristics of China were taken into consideration.

That is also the case with the educational system. In this connection, the structure of higher education and of professional education has been going through a series of radical changes. As stipulated in the preamble to the Constitution, during the transitional period, it is the fundamental and primary task of the State to industrialize the State along Socialist lines; and the indicated duty of higher education and of professional education is to train highly qualified personnel who will provide the main-spring for achieving the aim of Socialist industrialization.

It was for this reason that the reformation of higher education and of vocational education was started before the reformation of other sectors of education. The transformation of higher education has been conducted at such a rapid pace that the attempt resulted, in part, in chaos.

Various difficulties had to be overcome before the aims of higher and professional education could be attained. For one thing, priority had been given in higher education for the training of the sons and daughters of educated people of the middle classes and up, mainly in such subjects as law, literature and economics; scientific and technical studies had been virtually neglected.

To adjust and expand on a large scale the facilities and teaching personnel of existing institutions to aims newly set was difficult as establishing new schools. Another obstacle stemmed from the social situation of China.

Since the number of educated youth was rather small, special measures had to be taken before the needed number of students could be recruited for the institutions of higher education.

To meet the urgent need for a large number of people who have a high level of education and techniques and are reliable in political thought, it was necessary to set up new systems and new facilities so as to improve the unsatisfactory facilities and personnel; it was also necessary to utilize as much of the available systems and facilities as possible.

To carry out these plans systematically, all institutions of higher education have been placed under State operation and distributed to various parts of the land under a plan. A great number of Soviet education specialists came to China to reform the educational systems and to be teachers so as to contribute to the solution of the teacher shortage problem.

Another approach to the qualified personnel shortage problem was to give additional training either in education, techniques or [political] thought. Old style intellectuals were educated in thought, and cadres in active service were trained in general knowledge and techniques.

To prepare laborers and farmers as well as their children for entrance to colleges or professional schools, special courses were set up on an extensive scale. Furthermore, qualifications for applicants to colleges and professional schools were modified and their age range expanded. Arrangements were made for students to study in the Soviet Union and other foreign countries.

Thus, special measures were taken to meet the demand for highly qualified personnel. However, as national construction began to make progress and everything was being put in its place, the means of conducting higher education came to be confined to the regular educational system with the college as its central factor. At present, institutions of higher education are called by the general term of higher schools comprising universities and special course schools. Universities are divided into universities and colleges. Higher education is also conducted through spare-time higher schools which consist of correspondence colleges and night colleges.

Military schools and political schools (specializing in political education) are not included in the higher schools. However, the people's university, the main function of which is to provide higher education to cadres in active service, is included in the higher schools.

To train teachers of senior middle schools, junior middle schools and primary schools respectively, the following institutions have been set up: normal colleges, special course normal schools and normal schools, of which normal colleges and special course normal schools and normal schools are classified as institutions of higher education.

These normal colleges and special course normal schools are established as separate institutions in principle: the departments of education in old universities have been separated from those institutions which are to be placed under independent operation.

Now, we shall consider the scope of higher education in terms of the relationship between higher education on the one hand and middle school and secondary vocational school education on the other hand. (cf. the diagram of school system above.)

As there are colleges and universities in the higher education system, so there are middle schools and secondary vocational schools in the middle school education system.

As for common education, a child begins his education at seven; it takes him six years to finish primary school courses; then he studies three years in the junior middle school and another three years in the senior middle school. When he has been in school twelve years, he will be qualified to receive higher education. (The primary school system is divided into the junior primary school and the senior primary school; it requires four years to complete the junior primary school courses and two years to finish the senior primary school courses.)

(In 1952, attempts were made to merge these two schools into one five-year school. The next year, however, the plan was discarded for it had proved premature to apply this new system to the entire nation. Nevertheless, a child was to begin his studies at seven instead of six;

he used to be enrolled at six, but the starting age was changed to seven when the attempt was being made to merge the junior and senior primary schools into one five-year school.)

To meet the urgent need of enrolling a sufficient number of students in the "higher schools," it was the policy up until recently to have as many cadres in active service with a middle school education as possible, no matter how old they were, enter "higher schools." To prepare poorly educated cadres for higher education, workers and peasants accelerated middle schools were set up in "higher schools."

Moreover, a number of secondary vocational school graduates were admitted to "higher schools" to have them start to work upon graduation. The situation has, however, improved since 1957, when the age-range for cadres in active service, discharged servicemen and repatriated Chinese nationals entering higher schools was fully thirty years old or less as against the corresponding year-limit of thirty-five in the Soviet Union. Thus, the age limit is stricter in China than the Soviet Union.

As for professional education, there are secondary vocational schools as well as special course schools. The latter are included in the higher schools, while the former has the task of training specialists at the secondary school level. These secondary vocational schools are under the control of the Ministry of Higher Education of the Central Government which has the charge of the institutions of higher education. Institutions of primary and secondary education are under the control of the Ministry of Education of the Central Government.

As for teacher training schools, even normal universities, normal colleges and special course normal schools are controlled by the Ministry of Education of the Central Government. Thus, in the administration of education, it appears that emphasis is placed upon the distinction between common education, normal education and professional education rather than upon the distinction between secondary education and higher education.

B. History and Principles of Higher Education

In October 1949, the People's Republic of China was established under the direction of the Chinese Communist Party. The difference between the educational system before and after the establishment of the republic may be described, in brief, as a conversion from the American systems to the Soviet system.

For the higher education in China prior to the establishment of the People's Republic of China, see the article, "Higher Education of the Republic of China." The historical developments since the establishment of the People's Republic are shown on the chronological table below. Explanations on a few points follow.

Up until September 1954, when the Constitution was established, the Common Action Platform of the Chinese People's Political Consultation Conference served as the State's basic law. In that Platform the highest policy on education was set forth in the following terms:

The old educational system, substance of education and teaching methods shall be improved systematically and gradually.

Education should be spread systematically and gradually; secondary and higher education shall be strengthened; technical education shall be emphasized; and education shall be so conducted as to meet the extensive demand for revolutionary activities and the construction of the nation.

The general reform of the educational system has been under way since the summer of 1952 in preparation for the Five Year Plan of the National Construction which started in 1953. Various types of preparatory work were conducted prior to the summer of 1952.

Chronological Table of Major Events Concerning Higher Education

Year	Events	Remarks
1949.9	Common Action Platform of the Chinese People's Political Consultation Conference was adopted. The law organizing the Central People's Government was enacted. Ministry of Education was set up.	10 The People's Republic of China was set up.
1950.3	China People's University was inaugurated.	
4	Workers and peasants accelerated schools were started.	
6	The First All China Conference of Higher Education.	6 The Korean war started.
8	Tentative Regulations for Higher Education Institutions were published. Tentative Regulations for Special Course Schools were published. Tentative Regulations for Controlling Private Higher Education. Institutions were published (Administration of schools, control of finances, and control of properties were put in the hands of Chinese nationals). Reform of the curricula of higher education institutions was decided upon. Operation guidance relations of higher education institutions were decided upon.	
1951.1	Schools operated by foreign capital were registered.	
2	Requisition of private colleges and	

Table cont'd.

universities was started.

- 8 Control over employment of higher education institutions was started.
- 11 Decision was taken concerning the reform of the education system by the State Council
- 1952.1 Campaigns for reformation of thought among teaching personnel of universities and colleges were launched
- 4 Adjustment plans of national engineering colleges were published
- 7 People's scholarships were granted to all students at higher education institutions 1.
- 7 Applicants to higher education institutions and began to be recruited under unified procedures Three five anti move-ment
- 9 Reorganization of colleges and universities was begun
- 11 Night schools were opened at and three other colleges
- 12 Correspondence courses were started at China People's University
- 12 Ministry of Higher Education was set up
- 1953.1 The first Five Year Plan launched 7 Truce in Korea
- 11 Directions with regard to the improvement and expansion of higher normal education
- 11 Decision concerning the revision of the operation guidance relations of higher education institutions
Higher Education Publishing House established (Mainly translation of Soviet textbooks).
- 1954.7 Tentative regulations for production practice by students of higher education institutions and secondary schools

Table cont'd.

8 School year calendar for higher education institutions

9 Constitution established

1955.3 Directions concerning the study and solution of the problem of the allegedly too heavy curricula for engineering college students

7 The First Five Year Plan passed at All-China People's Congress

8 Decision to convert part of engineering universities to five-year schools and to carry out an early abolishment of special courses at engineering universities

8 Decision to stop recruiting applicants to workers and peasants accelerated middle schools.

8 Tentative regulations concerning students at Academia Sinica

9 Modification of regulations concerning the people's scholarships for students at higher education institutions (Decided to limit the grant of scholarships to poor students).

12 Science planning committee set up (to formulate a 12 year study plan of natural sciences).

1956

1 Chou En-lai made a statement on "the problem concerning

Table cont'd.

1956.6 Minister of Higher Education made a statement on the problem of teaching personnel shortage at higher education institutions

7 Increase in demands for improvement in curricula at higher education institutions

1957.1 Ministry of Higher Education called a discussion meeting of college and university presidents on education plans (improvement of curricula was discussed).

intellectuals"
(stressing the role

of intellectuals and urging them to take up scientific work)

6 a public lecture by the chief of the Propaganda Department on "Let a hundred flowers bloom and a hundred schools of thought contend."

2 A speech by Mao Tse-tung titled "With regard to properly dealing with the conflict among the people."

6 Struggles against rightists were active in colleges and universities

No sooner had the people's government placed higher educational institutions under its own control than it substituted revolutionary political courses to teach Marxism-Leninism, for the moral training system set up by the National Government.

To extend higher education to workers and peasants, workers and peasants accelerated middle schools were established in 1950. These schools prepared their students for entrance to higher education institutions. In 1950, the People's College was set up for revolutionary cadres.

After February 1951, in the midst of the Korean war, colleges and universities operated by foreign funds including American-operated institutions began to be requisitioned. The other private institutions were also gradually requisitioned. Thus, all higher education institutions are established, maintained and operated by central and local State agencies.

In August 1950, Tentative Regulations for Higher Schools and Tentative Regulations for Special Course Schools were published, setting up a tentative organization of higher education institutions. All subsequent regulations are also of a tentative nature.

Even though from time to time directions have been issued and revisions made subsequently with regard to individual details, the organization of higher education institutions seems, to a large extent, to be the same as that forth in those tentative regulations.

About September 1952, the organization of higher education institutions began to be entirely reshaped. Prior to this reorganization, beginning about February of the same year, powerful drives go under way to transform thought at colleges and special course schools at the college level.

The location of schools was determined by the State to meet economic and national defence needs. Some schools had

to change their sites or their character. To turn out the type of personnel essential to the building up of an industrialized nation, the numerical ratio between prospective white collar workers and technicians was reversed; moreover, the old policy of turning out useless savants was abandoned for one of training specialists who will be ready, upon graduation, to fill positions at work sites.

Thus, higher education has been adapted to the Five Year Construction Plan; and specialized education has been conducted at specialized schools with specialized curricula.

At the end of 1952, an agency in charge of Higher Education was separated from the Ministry of Education and set up as the Ministry of Higher Education, controlling colleges, universities and special course schools except for teacher training institutions.

In 1953, the First Five Year Plan was launched; and the State began to distribute graduates of higher education institutions by unified procedures. (Unified entrance examinations were begun in 1952.)

The reorganization of higher education in 1952 was followed by the adoption of Soviet teaching plans and curricula. At first individual schools set about the renovation on their own, but in 1953, the unification of educational plans of schools was commenced.

However, these efforts at unified reformation led to senseless imitation of the Soviet system or resulted in overwork for students and faculty members, for attempts were made to reduce the length of time spent at school.

Moreover, facilities were expanded without a corresponding increase in the number of teaching personnel with the result that the increased number of research and teaching positions had to be filled with a limited number of qualified personnel.

In January 1956, the speech by Chou En-lai "Report on the Problem of Intellectuals" and that by the Chief of the Propaganda Department of the China Communist Party "Let a hundred flowers bloom and a hundred schools of thought contend" were published.

Thus, the importance of scientific studies was emphasized and participation in such studies was urged. However, these urgings were greeted with protests by the students and professors that such educational plans led to unjustifiable standardization.

Therefore, in drawing up education plans for 1957, individual schools were permitted to have their own plans to a certain extent so as to relieve students from too much work and to allow them to think for themselves.

Since the Hungarian uprisings in October 1956, the tense climate which has visited the countries in the Communist bloc has spread to China. Beginning with June 1957, a second round of campaigns for remodelling the ideological attitude has been conducted under the name of a struggle against the Rightists. Intellectuals, particularly those engaged in higher education have been emotionally affected in a remarkable manner.

As a result, education in thought at colleges has been strengthened and the need for guidance by the Communist party of higher education institutions has been reaffirmed.

As is evident from the historical survey we have just made, this country is under the leadership of the Chinese Communist party, and its education is conducted under the principles of Marxism-Leninism. It is the task of higher education in China to train highly qualified personnel essential to Socialist construction of the State.

Therefore, the goal of higher education lies in turning out personnel adequately trained not only in scientific research and techniques but also in ideology. Therefore, the problem of political neutrality or independence of the college is beyond question in this country.

In schools there are, in addition to Communist organizations, groups of various democratic political parties, and their members are on the staff of the schools. However, leaders of Party Committees are placed in important administrative positions of schools, and other political parties and organizations are not permitted to ignore the control of the Communist party.

It is claimed that every student in primary and secondary schools is allowed to go on to college. However, only a little over fifty percent of primary school graduates are admitted to secondary schools, and the number of students in schools at various levels is out of proportion to each other.

As a result, it is quite difficult to admit an adequate number of primary school graduates to secondary schools, let alone admitting secondary school graduates to colleges.

As a result, a great number of qualified youths are prevented from going on to college. Under the present situation, the importance of participating in work is stressed; and attempts are being made to expand the educational facilities for those who have jobs.

The statistics of 1958 reveal that the average number of students at higher education institutions was only 4.8 out of every 10,000 persons as against nine in India.

The number of students admitted to higher education institutions had increased until 1956, when the number reached the peak of 163,000, and in the following year the corresponding figure went down to 107,000. The explanation was offered that the goal of college students set for the Second Five Year Plan which was to start in 1958 had been already attained.

Thus, of the senior middle school graduates in 1957, 80,000 to 90,000 were kept from going on to the college. The frustrated ambition of such a great number of students and the work to be offered to them constituted quite a problem. This situation appears to have stemmed from defective planning and from the gap between the demand of the State for college students and the educational aspirations among the general public.

One can summarize the characteristics of higher education in China stating that all higher education institutions have been set up central or local State agencies for the purpose of systematic training of highly qualified personnel essential to the construction of the nation, with the result that education is considerably specialized even though it is unified in respect of political thought.

This educational system with emphasis upon systematic training and specialization has the Soviet system as its model. The contributions made by the Soviet Union to the reform of the higher education in China may be measured by the following figures: during the period of 1951 - 1956, a total of 4,000 educational experts sent from the Soviet Union taught over 700 courses, and compiled over 600 text books.

During the First Five-Year Plan period, 148 new special courses were set up with assistance by these Soviet experts, including those on the electronic computer and on the peaceful use of atomic power.

II. TYPES AND CHARACTER OF HIGHER EDUCATION

A. Types

The State Council order of 1951 "Decision Concerning The Reform of Educational System" set forth new types of schools in China; in higher education, the order gave three types: the university, the college and the special course school. The university and the college are the same as those in the Soviet Union; whereas the special course school seems to be a carry-over from the system of the Republic of China to be utilized for some time until the urgent need for qualified personnel has been satisfactorily met.

Thus, higher education is being converted gradually from the system of China to that of the Soviet Union. As a result, colleges and universities are different to a great degree from those of Republic of China in substance and character. Universities are not divided into departments, as is the case in Republic of China, but have subjects as units of administrative organization; literature, science, law and economics are main subjects with medicine included in some cases.

It is not the aim of the university as before to train personnel well educated in many fields, but to turn out specialists in certain fields such as college teachers,

researchers, and supervisors of administrative organs; in this respect there is no difference between the university and the college.

Many colleges specialize in engineering and teacher-training. Following are the fields in which other colleges specialize: finance and economics, politics and economics, medicine, pharmacology, agriculture, forestry, live-stock, foreign languages, the Russian language, ethnology, music, fine arts, drama, geology, meteorology, foreign trade, etc.

To a large extent, the special course schools specialize in the same fields as the colleges. Ethnology is studied by students of ethnical minorities.

Thus, many specialized colleges and special course schools are operated on a large scale. However, engineering colleges and special course schools are subdivided into following specializations: mining, mining and metallurgy, civil engineering and construction, irrigation, petroleum engineering, steel engineering, aviation, railroads, coal engineering, agriculture mechanization, chemical engineering, auto-vehicles and tractors, marine transportation, river transportation, and textile spinning and weaving.

Railroads, agriculture mechanization, auto-vehicles and tractors are specializations that are taught at vocational colleges set up on a vocational basis.

Some of the engineering colleges still retain the title of university such as Chinghua University and Chechiang University. These schools are polytechnic colleges.

TYPES AND CHARACTER OF HIGHER EDUCATION INSTITUTIONS

Types	Aim	Set Up By	No. of Schools
Colleges and Universities	Study of arts and sciences and training of high-grade specialists	the State	227 (including 15 universities)
Regular Course	Planned training of high-grade personnel needed in national construction		
Special Course	Same as above in shorter period		
Graduate School or (Research Institute)	Study of arts and training of college teachers		
Special Course School	Same as the special course of colleges	the State	

Table cont'd.

Qualifi- cations of Appli- cants	Title After Gradu- ation	Term of Study	Tuition	Correspondence Courses
			No tuition	Some schools have correspon- dence courses
Senior middle school graduates		4-5 years (5 years for universities and engin- eering schools)		
Same as above		2-3 years		
College graduate	Junior doctor	4 years		
Senior middle school graduate		2-3 years	No tuition	

B. Classification by Supervising Agencies

Higher education is conducted to meet the need of the State for highly trained personnel, and there are no private schools among higher education institutions. The supervision of higher education schools is divided among the Central Ministry of Higher Education, the Central Ministry of Education, various Central agencies in charge of different industries or businesses, and local government agencies. However, nation-wide construction planning and unified guidance with regard to higher education are conducted by the Central Ministry of Higher Education and the Central Ministry of Education teacher-training schools only.

Thus, different types of higher education schools are supervised by various agencies in the following manner: Normal universities and normal special course schools are given unified guidance by the Central Ministry of Education, but are under direct supervision of local government agencies; universities are directly supervised by the Central Ministry of Higher Education; polytechnic universities are, in principle, directly supervised by the Central Ministry of Higher Education, but, if necessary, their supervision may be placed in charge of various central agencies of industries or businesses; colleges, vocational colleges and special course schools are to be placed, in principle, under the charge of various central agencies of different industries and businesses, but, if impossible, they will be directly supervised by the Ministry of Higher Education.

However, for the time being, it is permissible to put these higher education schools under the charge of provincial or city agencies, if it is impossible for central agencies to supervise them.

This information is based on the "Decision Concerning The Revision of Guidance to Higher Education Institutions" published by the State Council on October 1953.

C. Tasks

The concrete tasks of higher education institutions are as follows:

1. To conduct education in revolutionary political thought and to enhance the idea of serving the people.
2. To conduct education so as to meet the need of the State, now engaged in construction of the nation, for specialists who are well versed in basic theories [of their fields] and know how to apply them, such as engineers, teachers, medical doctors, agricultural technicians, financial and economic experts, and those who will be engaged in literary and artistic activities.
3. To conduct studies and researches, by use of correct view points and methods, in natural sciences, social sciences, philosophy, literature and arts to produce inventions and books that will meet practical needs.
4. To spread the knowledge of sciences and techniques and widen [the use of] the fruits of literary and artistic endeavors.

This information is based on "Tentative Regulations For Higher Education Institutions." As to special course schools, "Tentative Regulations For Special Course Schools" have been published; item three of the other document is omitted from this, and the phrase "to meet the need of the State" in item 1 of the other document is changed "to meet the urgent need of the State". Thus, it is indicated that the special course schools are, to a certain extent, of a temporary character.

D. Term of Study For Divisions, Etc.

The term of study and requirements for applicants for admission to colleges, universities and special course schools are indicated in Table 1. Medical students are not required to study longer than other students.

Since 1955, the term of study at some of the divisions of some universities, engineering universities, and a small number of divisions of agriculture, medicine and languages at some colleges and universities have been increased by one year to five years, and the special course divisions majoring in engineering and scientific fields have suspended recruiting of new students.

The Soviet curricula and teaching methods had been adopted but the terms of studies had been reduced with the result that students were forced to work too hard. To solve this problem, the terms of studies have been lengthened by one year.

The special course divisions are about the same as special course schools, and the terms of studies at both are, for the most part, two years; students majoring in arts are required to study three years.

Graduates of higher education schools receive diplomas of graduation from the schools, which issue the diplomas after getting permission from the Ministry of Higher Education or the Ministry of Education. No degrees are given to graduates. Since 1956, four-year graduate courses have been set up, and their graduates are to receive the degree of a junior doctor. However, no detailed regulations for granting the degree have been published yet. For the candidates of this degree, see below under the heading of "organization of studies."

Table 1, Terms of Studies and Entrance Qualifications

Type of Schools	Divisions	Terms of Studies	Entrance Qualifications
Universities and Colleges	Regular Course	4 - 5 years	Senior Middle school graduate or equivalent
	Special Course	2 - 3 years	ditto
	Graduate Course	4 years	University or college graduate

Table cont'd.

Special course Schools	2 - 3 years	Senior Middle School graduate
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E. Correspondence Colleges and Night Colleges

The number of people who have a middle school education or its equivalent and have a job is estimated at 400,000 or so. These people can avail themselves of spare-time education in the form of the correspondence college or the night college.

Since 1955, the Government has been encouraging this spare-time education. By the second half of 1956, there were 159 independent spare-time colleges, correspondence colleges and night colleges set up at colleges and special course schools. The independent spare-time colleges were set up by large-scale factories or mine. These spare-time higher education schools have 90 professional courses and 64,000 students, including 81 engineering colleges with 64 professional courses and 16,392 students.

Special course classes by correspondence were set up at the China People's University, with nine courses including industrial economy and industrial accounting. As of 1955, there were over 2,500 students. The term of studies is two years, and educational guidance centers are established at Peiping, Tientsin and Taiyuan. The Northeastern Normal University at Changchun has set up education special course classes by correspondence with two courses in Chinese and mathematics for secondary school teachers in active service.

As of 1955, there 1,000 students in each course. The term of studies lasts two years, and 19 educational guidance centers are established in towns along the Northeastern railroad lines.

Many of the night schools are yet unsatisfactory in quality and quantity, and are operated in many cases without observing any standards. Emphasis is upon studies in political thought. In a sense these schools are something like university extension lectures. However, Shanghai Finance and Economics College is of long standing and has vocational courses.

It is our remaining task to consolidate these correspondence and night colleges. At present, attempts are being made to expand the existing courses in engineering, teacher-training, and finance and economics, and to set up new correspondence and night courses with priority given to agriculture.

In 1957, registration of applicants to these spare-time higher education schools were conducted separately or collectively, and the entrance examinations were held with the applicants divided in accordance with their major subjects such as engineering, science, finance and economics, agriculture, forestry, and library science.

The questions used in these examinations were the same as those used in the unified national entrance examinations for higher education institutions. The examination dates were before September 1st and after the unified national higher education school entrance examinations.

III. ORGANIZATION OF TEACHING AND RESEARCH AT HIGHER EDUCATION INSTITUTIONS

A. School Year Calendar

The school year calendar for higher education institutions published by the Ministry of Education, August 1954, divided the school year into two systems with the following vacations and holidays.

September 1	-----	School year and first semester starts
October 1-2	-----	National Celebration days
January 1	-----	New Years Days
January 25	-----	End of first semester
January 26	-----	Winter vacation begins
February 8	-----	Winter vacation ends
February 9	-----	Second semester begins
March 8	-----	Women's Day (half day for women only)
April 4	-----	Spring vacation begins
April 6	-----	Spring vacation ends
May 1	-----	May Day
May 4	-----	Young Men's Day (half day for men only)
July 5	-----	Second semester and school year ends
July 6	-----	Summer vacation starts
August 31	-----	Summer vacation ends

In addition, the spring vacation (or the old New Year Day vacation) is from January first to third by the lunar calendar.

On the day when either semester starts, classes are actually in session. Registration of newly admitted students, supplementary examinations and other occasions do not interfere with classes.

B. Admission

Admission to universities, colleges and special course schools has been conducted systematically as part of the personnel training plan; but the method has been changed a few times. In 1950, admission was conducted by schools separately or collectively; the next year, all schools in a district recruited their new students collectively; and since the summer of 1952, admission to all schools in the nation was conducted on a unified basis, with applicants distributed among all schools.

The regulations published by the Ministry of Higher Education and the Ministry of Education for admission in 1957 summer indicated some further changes. Admission to some types of schools was to be conducted on a unified basis all over the country. Entrance to other types of schools was to be conducted on a district basis by a unified procedure. To still other types of schools admission was to be conducted by each school or by a number of schools. The procedure or recruiting new students by each school or a group of schools of the same type has been confined to particular categories of schools, such as the people's university and to those schools, which have been using this procedure for some time.

Applicants to the schools that train the personnel needed by a district, such as teachers, experts in farming or forestry, medical doctors or pharmacists, are recruited in that district and are admitted to the schools of that district.

Applicants to schools that train the personnel needed by the nation as a whole, such as engineering colleges and universities, are recruited on a nation-wide basis. Applicants to the other colleges, universities or special course schools are recruited, in principle, in large administrative regions such as the North China Region or the Northwest China region.

However, in the case of Peiping, Tientsin and the Northwest China Region, additional applicants are recruited in the East China Region and the Central South China District, for it is impossible to recruit a sufficient number of applicants in the first named localities alone.

The All-China Committee for Recruiting Applicants to Higher Education Institutions consisting of the Ministry of Higher Education, the Ministry of Education, other Ministries concerned and some of the higher schools is set up in the national capital.

A committee for action to recruit applicants to higher schools is set up in each large administrative region, and similar groups are established in the districts where examinations take place. These groups conduct examinations and mark examination papers.

Examination questions are drawn up by the Committee for Formulation of Examinations set up under the Committee for Recruiting Applicants in the nation's capital.

Students eligible for admission are, in addition to graduates of senior middle schools and of workers and peasants accelerated middle schools, those who work for the Party and Government agencies and enterprises with certificates of employment, discharged servicemen and expatriated Chinese nationals, provided they have an equivalent of a senior middle school education and are below thirty years of age.

Entrance examinations are conducted in three different combinations of subjects: (1) applicants to engineering and science schools are tested in Chinese, general information in politics, mathematics, chemistry and physics; (2) applicants to medicine, agriculture and forestry schools; in Chinese, general information on politics, basic knowledge of Darwinism, chemistry and physics; (3) applicants to literature, history, teacher-training, finances and economics, and art schools; in Chinese, general information on politics, history and geography.

In addition, applicants to finance and economics schools will be examined in mathematics; applicants to art schools, in the professional skills in their fields; and applicants to language schools in Russian or English.

The number of applicants to be admitted will be determined each year in the light of [the progress in] the State's Five Year Plan, and will be published by the Ministry of Higher Education and the Ministry of Education.

As already mentioned, the total number of senior middle school graduates until 1956 was smaller than the number of students to be admitted to higher schools (the total number of senior middle school graduates during the period of 1952-1956 was 410,000 as against 530,000 to be admitted); on the other hand, the number of recruits has been reduced since 1957, and there were 80,000 to 90,000 too many senior middle school graduates.

Thus far, the number of applicants was smaller than the number of students to be admitted; as a result, applicants were admitted even though they were not too successful in examinations provided they were reliable in their ideological positions; from now on applicants' intellectual qualifications seem to be the decisive factor in their admission.

It is said that the average of examination marks obtained by applicants has been rising five points each year, and that the average of marks in 1957 represented a 10 point rise over the previous year.

C. Composition of Subjects and Lectures

As already mentioned, the First Five Year Plan started in 1953, and in 1952 the organization of higher education institutions was revised, with systematic training of personnel essential to economic construction as their task.

This revision is known as the adjustment of departments and subjects. Under the revised organization, departments were to be gradually abolished, and courses were to be set up under subjects. However, courses are an organization of the teaching personnel or staff and not an administrative organization of the schools.

Thus, in principle, the administrative units in schools are subjects exclusively. The composition of subjects and courses in typical schools is shown in Table 2.

Table 2 Subjects And Courses Of
Typical Higher Education Institutions

Name of School	Type	Site	No. of Students and faculty members	Divisions	Subjects and Courses (in parentheses)
Chinese People's University	People's University. Aim: training of Party cadres, cadres in the field	Peking	6,773 students and graduate students	Regular course 10 subjects	Economic Planning (political economy, national economic planning); Finances and Credit Loans (finances, budget and currency, credit loans); Industrial Economy (industrial economy); Agricultural Economy (agricultural economy); Cooperative Society (production sales cooperative society, consumers' cooperative societies); Statistics (statistics); Trade (domestic trade); Law (law); Diplomacy (international relations history, international law); Russian (Russian) Term of studies is four years.
				Special courses 8 subjects	Economic Planning Course, Financial and Banking Course, Factory Management Course, Cooperative Society Course, Statistics

(Table cont'd.)

Peking University	University Aim: theoretical studies and training of higher education teachers	Peking	4,200 students	Regular Course 13 subjects	Course, Domestic Trade Course, Record Documents Course, Labor Economics Course. Chinese Literature (Chinese literature, journalism); Russian Literature (Russian literature); Western Literature (English, German, French); Oriental Languages (Japanese, Hindu, Arabic, Korean); History (history, archaeology); Philosophy (psychology, philosophy); Mathematics and Dynamics (mathematics and dynamics); Physics (physics, meteorology); Chemistry (inorganic chemistry, organic chemistry, analytic chemistry, physical chemistry); Biology (zoology, botany, human and animal physiology, plant physiology); Geology and Geography (natural geography); Economics (political economy); Law (law); Term of study 5 years.
Ching-hua University	Poly-technic College. Aim: training of high grade engineers, scientists	Peking	4,200 students and 600 teachers	Regular course, 7 subjects	Machine Construction (casting technique and its machines, press and its machines, grinder and its instruments, machine construction technique, machine construction industry and economy, building materials and its equipment, welding

(Table cont'd.)

tific
research-
ers
and
higher
educa-
tion
tea-
chers

and its equipment);
Dynamic Machinery
(thermal power
installation, auto-
vehicle, tractor);
Electric Engineering
(power plant and
electric power net-
work, electric machines
and tools, electri-
fication of industrial
enterprises); Wireless
Electric Engineering
(wireless electric
engineering, manu-
facturing of vacuum
valve); Water Utili-
zation Engineering
(structure of rivers
and construction of
hydro power plants by
utilization of water,
utilization of water
power); Civil Engin-
eering (industry and
dwelling, waterworks
and sewage, heating and
ventilation); Archi-
tecture (architecture-
term of studies is
6 years).
Term of studies is 5
years.

Peking Engi- Pek-
Petro- neering ing
leum College.
College Aim :
training
of
petro-
leum
engi-
neers

1,000
stu-
dents
200
tea-
chers
Regu-
lar
cour-
se,
4
sub-
jects

Petroleum Geology,
Oil-well Drilling,
Petroleum Refining,
Petroleum Machinery
(accurate information
on lectures not avail-
able).
Term of studies is 4
years. 19 teaching
method study groups.

(Table cont'd.)

Huanan- Agri- cul- tural College	Agri- cul- tural col- lege. Aim, train- ing of agri- cul- tural techni- cians, agri- cul- tural tea- chers and research- ers	Cen- ton	879 stu- dents 185 tea- chers	Regu- lar cour- se, 7 sub- jects Spe- cial cour- se, 1 sub- ject	Agriculture; Horti- culture; Plant Pro- tection; Soil; Forestry; Livestock and Veterinarian Science; Sericulture. Term of studies is 1 year. Forestry. Term of studies is 1 year. 8 teaching method study groups and 12 teaching method study sub-groups.
Peking Medical College	Medi- cal coll- ege. Aim, training of teachers of medi- cine and hygienics and research- ers	Pek- ing	2,400 stu- dents	Regu- lar cour- se, 4 sub- jects	Medical Treatment; Public Hygiene; Stomatology; Pharma- cology. Term of studies for Medical Treatment is 5 years including two and half years for basic study, one and half years for clinical study, and one year for intern- ship. Lectures: internal medicine, surgery, pediatrics, gynaeco- logy, dermatology and venereal diseases, and radio- therapeutics

(Table cont'd.)

Term of study for Public Hygiene and Stomatology is 4 years plus one year of practice.

Term of study for Pharmacology is 4 years.

Lectures: Pharmacology, biopharmacology, analysis and determination.

Two study groups Training of medical and hygienic cadres for ethnical minorities; and study of Chinese traditional medicine.
Term of study for each group is 5 years.

Peking Normal University	Normal university.	Peking	3,400 students, 500 teachers	Regular course, 12 subjects	Education (school education, kindergarten education); Political Education; Chinese Literature; Russian Literature; History, Geography; Mathematics; Physics; Chemistry; Biology; Music; Drawing and Drafting. Term of study for Political Education, 3 years; for the rest 4 years.
	Aim: training of normal school teachers				

Study Groups Various special lecture study groups; college teachers in active service study groups.

(Table cont'd.)

Term of study for each group is 1 to 2 years.

10 teaching method study groups and 30 teaching method study sub-groups.

Peking pro- Pek- 763
Agri- fession- ing stu-
cul- al dents,
tural college. 140
Mechan- Aim: tea-
ization train- chers
College ing of
techni-
cians
and
mana-
gers of
state-
opera-
ted
farms
and
others

(mechanization of agricultural production processes), (operation and management of Socialist agricultural enterprises). Term of study is 4 years. 22 teaching method study groups.

Huanan Normal Canton 2,200 Regu-
Normal College. stu- lar
College Aim: dents, cour-
training se,
of 212 11
senior tea- sub-
middle chers jects
schools

Education; Russian Literature; Russian; History; Geography; Mathematics; Physics; Chemistry; Biology; Physical Training; Politics.
Term of study is 4 years.

Nanking Special Nan-
Avia- course king
tion school.
Special Aim:
Course train-
School ing of
avia-
tion
engi-
neers

Spe- 9 courses. Term of
cial study is 2 years.
cour-
se

Spe- Special Engineering.
cial Term of study is 2
cour- years.
se

(Table cont'd.)

Hopei	Normal	Peking	Spe-	Mathematics; Physics;
Normal	special		cial	Chemistry; Biology
Special	course		cour-	Term of study is 2
Course	school.		ses,	years.
School	Aim,		4	
	train-		sub-	
	ing of		jects	
	junior			
	middle			
	school			
	tea-			
	chers			

D. Composition Of Teaching and Research Units

Organization of Teaching

The [professional] courses that are newly set up as the basic organization of teaching, are quite detailed and indicate quite definitely what jobs the students are to take upon graduation.

Since personnel training is conducted by planning, some changes are made in them every year. Applicants choose their professional lectures upon admission and are not permitted to change them afterwards. When they have finished their studies, they will be assigned to work where their professional courses can be applied, and for three years they will have to do their assigned work.

Large [professional] courses will be divided into specializations. In 1957, there were 331 professional courses, of which over 180 were in the engineering field.

Teachers are classified into professors, assistant professors, lecturers and assistants. These teachers are distributed to various subjects in accordance with their specialized fields. The curricula at colleges and universities are divided into professional subjects and general subjects.

A group of teachers who teach a certain subject or a number of subjects similar to each other will be organized into a teaching method study group, a group which represents the basic organization of teachers for teaching purposes.

Large teaching method study groups will be divided into sub-groups.

At first, representatives of the student body were included in these groups and sub-groups to contribute to the reforming of higher education. At present, these groups are made up of teachers only.

The heads of these groups are appointed by the president of the school from among the professors who have the following tasks:

1. To lead the teachers in his group in discussing and setting up teaching plans and the main principles of their teaching.

2. To guide and inspect the teaching and research of the group.

3. To guide and organize the study, experiments and practice of the students who are placed in charge of the group.

Teaching.

The number of class hours, teaching plans and outline of studies had been controlled by the central agencies for some time after 1954. However, this policy was changed in 1956, when the formulation of teaching plans was entrusted to the schools to some extent: the goal of training, the number of class hours per week, the total number of class hours per year are set by central agencies; but the establishment of lectures and application of teaching methods are left to the schools. Unified educational plans and outlines of studies are still in use as references, it is reported.

At present, the school-year system, not the unit system is in effect. As a result, some students will have to remain in the same class or grade [if they have failed in some of the courses they have taken]. All courses are compulsory, and optional subjects such as languages are taken by students who have time and energy to spare. Some subjects have to be taken by all students of a school, and some subjects by all students of a group in the school.

Specialized subjects are, of course, to be taken by the students who specialize in the field concerned. The subjects obligatory to all students of a school include those of political thought and physical training. The subjects obligatory to the students of a group in the school are, to a large extent, basic theories of natural and social sciences.

These subjects become more and more specialized as the student advances from the first school year to the second, and so forth. For instance, the medical student will study,

in his first year, biology, chemistry, physics, foreign languages, human anatomy and histology; the student of agriculture will learn, in his first year, botany, zoology, physics, general chemistry, analytical chemistry, and survey. In the second year, the student will take up basic techniques: the engineering student will learn the principles of electric engineering, the principles of machinery and dynamics of materials. These subjects are classified as basic techniques as compared with basic subjects such as mathematics, physics and chemistry.

The student of agriculture will study, in his second year, soil, fertilizer and manure, Darwinism, botanical physiology, and climatology; in his third year he will study specialized techniques, such as rice, wheat, Indian corn, potatoes, flax, cotton, seed selection, and seed development. The engineering student learns, in his first year, general subjects; in the second year, basic techniques; and in the third year and up, specialized techniques.

Teaching methods include lectures, seminars and experiments as well as such characteristic collective study methods as discussion among students of different grades majoring in the same subjects. Students are given home work every day, and they have to use libraries and laboratories to do them.

In addition to the final examinations at the end of the semester, students have five or six preliminary tests per semester. Thus, students have to work hard all the time.

To put in effect "an education of total development," physical training is regarded so important that all students are required to participate in it. However, many students have had their health impaired by too much work, and a serious consideration has been given to this problem since 1954.

In March 1955, "Directions Concerning Study and Solution of Excessive Work for Engineering College Students" was published by the Ministry of Higher Education. It was indicated in this document that many students had to study more than 60 hours per week inside and outside the classroom, and that some of them had to work 70 hours. (We will proceed to discuss this document at some length to show how students are taught and study in colleges and

universities.) To solve this problem, it was suggested in the directions that such schools as are operated under the unified educational plan may revise their educational system in accordance with the situation of the schools subject to the permission of the Ministry of Higher Education; and that the schools which are not operated under a unified educational plan may draw up a plan on the basis of the following standards and ask the Ministry of Higher Education for permission:

1. The number of courses per semester should not be too great or too small; it should be between 7 and 8, and not over 9.
2. A course should not be taught over a period of several semesters; too many hours should not be devoted to one course.
3. The number of courses in which examinations are given should be kept down to a minimum as much as possible; during one semester, examinations should be given in three to five courses. Courses which are difficult and take one year or more should be examined only once in one semester.
4. The number of class hours per week should be more for lower grades and less for higher grades; and it should not exceed 36.
5. In formulating an educational plan, consideration should be given whether or not it will be possible for students to do all the required work in and out of the class.

It was pointed out in the directions that adequate efforts had not been made by the administrative offices of schools, by the secretariats of each "subject" or divisions of schools and by the teaching method study groups to assign homework properly to students, and it was directed that a guidance table for homework for students should be drawn up.

The criterion will be that a student should work an average of 54 hours per week (one class period will be regarded as an hour, and for home work 60 minutes will be calculated as an hour). If a student has 36 class hours a week, he will do his homework for 18 hours.

For example, a student's class work and homework will be tabulated as follows:

Table 3. Work for an Engineering Student

Subjects	No of class hours per week	No of hours for homework per week			
	Hours	Average	1st	2nd	3rd
1. History of Chinese Revolution	4	2	2	2	3
2. Advanced Mathematics	8	4	4	6	5
3. Projection Geometry and Mathematics	8	4	6	4	4
4. Chemistry	4	2	2	1	1
5. Russian	4	2	2	3	2
6. Theoretical Dynamics	4	2	2	2	3
7. Factory Practice	2	1	-	-	-
8. Physical Training	2	1	-	-	-
Total	36	18	18	18	18

The guidance table for homework is drafted by the teaching method study group, including the number of hours for class work, homework, examination or test and experimentation. This table will be revised and finally drawn up by the secretariat of the division of the school.

For each course an outline will be drawn up for teachers' use. (Some of these outlines are unified ones

and some are formulated by teaching method study groups.) On the basis of these outlines and homework guidance tables, teaching calendars will be drawn up by teaching method study groups and be put to use subject to the permission of the group heads concerned. A teaching calendar will contain the following items:

1. The outline of each two-hour lecture, and the contents of lectures for each week in the semester.
2. The outline of each practice for each week.
3. The outline of each experimentation for each week.
4. The nature of homework and the deadline for assigning and returning them.
5. The dates of tests.
6. The contents of lectures and references for homework exercises.

Up to now we had discussed the teaching and study methods set forth in the directions.

Importance is attached to practice in appreciation of the value of applying theories to actual use. (Practices are not limited to engineering, agriculture, or teacher-training schools; they are closely connected with professional subjects.)

Practices are divided into those conducted within the premises of the school by utilizing the facilities of the school and those conducted at production work sites. It is evident from the "Tentative Regulations For Production Practices" (published in 1954) that there are three categories of the practices at production work sites: study by inspection; vocational production practice by which the student practices elementary techniques as a laborer; and graduation practice by which graduating students practice at production work sites as technicians and collect data necessary in writing graduation theses or in formulating graduation designs, that is formulating plans with regard to the professional fields for which they are being prepared.

Thus, as a student advances to higher classes, the courses for him are more and more specialized to prepare him for his profession. As a result, there is a great demand for assistants as well as for teachers. At present the ratio of students to teachers is 7 to 1, and that of students to assistants is 24 to 1. Thus, there is a great shortage of assistants.

Requirements For Graduation

Graduating students of colleges and universities decide upon the theme of their theses on which they work after the approval of the head of the subject and under the guidance of the head of the teaching method study group concerned or of the teacher designated by the group head.

When the term of study has expired, the student has passed the graduation examinations and his thesis has been approved, the school will give him a diploma after asking the Central Education Supervisory Agency for permission.

A graduating student of a special course school is not required to submit a thesis.

Since 1956, State examinations have been conducted among graduating students. However, diplomas are given to the graduates of the schools which do not participate in State examinations, for these procedures are still in an experimental stage.

Research Organizations

According to a statement by the Minister of Higher Education at the All-China People's Congress in June 1956, types of scientific research agencies and their tasks are as follows:

Academia Sinica guides scientific research in China on a unified basis, conducting important research and coordinated research through the research agencies that

are placed under its control. Such technical research as are directly related to production are conducted mainly by the research agencies of various industries and businesses. The research organizations of schools do their share of the theoretical research conducted by Academia Sinica in accordance with the types of the schools and the fields of their professors under the direction of the Academia.

The research organizations of schools all do their share of technical and practical research at the request of various industries and businesses. It is desirable that colleges and universities do their research to meet their own needs.

Academia Sinica was set up in 1949, and the number of its research agencies has increased each year. In 1953 four departments were set up: Department of Physics, Mathematics and Chemistry; Department of Biology and Geology; Department of Techniques and Sciences; and Department of Philosophy and Social Sciences.

In 1954, when the new Constitution was set up, the Academia was transferred from the State Council to the All-China People's Congress.

As the Academia has been consolidated in its structure and long-range plans have been set up, the problem has been raised on how to distribute research work among research organizations. Since the absolute number of research workers with highly specialized knowledge is limited, the Minister of Higher Education suggested that the research organizations to be set up in the future by the Academia and other research agencies should be established in cooperation with the colleges and universities related to the subjects of research projects.

He also stated it was advisable, at this early stage, to set up laboratories in colleges and universities so as to utilize the talents of their professors who are organized into teaching method study groups, which are research organizations as well as teachers' organizations.

The head of a teaching method study group guides and inspects the research of the teachers in his group.

In 1957, there were 16,668 research themes submitted to the Ministry of Higher Education by 157 schools, and 19,087 teachers participated in these projects, constituting 40.5 percent of the total number of teachers in these schools. In 1957, the expenditures for research were said to be double the sum for 1956.

It is stipulated in "The Tentative Regulations For Higher Education Institutions" that universities and colleges may set up research organizations, subject to permission of central agencies, for the purpose of training teachers, of improving the qualifications of teachers, and of strengthening research activities.

However, thus far, many of the research organizations attached to colleges and universities have been put under the control of the Academia, with the result that the research conducted by these organizations seem to have little to do with the schools.

After 1956, such colleges and universities as meet the necessary conditions have been allowed to have junior doctor researchers, an equivalent of those of the Academia.

A junior doctor researcher has to study for four years, as a tentative arrangement; he will be selected by examination, and should have a college education or its equivalent. Much consideration is given to his experience in the scientific field. He should be forty years of age or less. He will be assigned his subject of studies and is not allowed to conduct studies other than the assignment.

Requirements for researchers of the Academia for obtaining the degree of a junior doctor have been formulated, and the researchers of colleges are to meet the same requirements. It is expected that new regulations in regard to these two types of researchers will be set some time in the future.

A researcher will study, for the first two years, political theories, foreign languages and basic subjects related to his field and to his thesis theme; the next two years will be devoted to writing the thesis.

In 1958, college researchers were not called junior doctor researchers but four-year researchers. Forty-three schools recruited their researchers, including North-eastern People's University, Peiping University and eleven other universities, Ching-hua University and sixteen other engineering colleges, Peiping Agricultural University and eleven other agricultural and forestry colleges and Peiping Foreign Language College.

IV. MANAGEMENT OF HIGHER EDUCATION INSTITUTIONS

A. Relationship Between Higher Education Institutions and The State

As already mentioned, these higher education institutions are set up by the State. Thus, all higher schools are operated by the State. The interrelationship between State agencies that establish, maintain, control and operate these schools are as follows:

Teacher training schools are controlled by provinces and cities and guided by the Central Ministry of Education on a unified basis; the other higher education institutions are either directly controlled by the Ministry of Higher Education, or controlled by various Central Ministries or by provinces or cities--but these schools are guided by the Central Ministry of Higher Education on a unified basis.

The Central Ministries are under the State Council and are equivalent to the Departments of our country [i.e. Japan]. By the "guidance provided by the Central Ministry of Education and the Ministry of Higher Education on a unified basis" is meant the power to issue the following laws and orders on the basis of the various decisions of the State Council.

That is, with regard to higher education:

(1) Construction Plans

Establishment or abolition of higher education institutions, establishment of subjects and lectures, recruitment of students, capital construction, etc.

(2) Financial Plans and Financial Systems

Budget and settlement system, standard of expenditures, and compensation for teachers and students.

(3) Personnel Affairs

Employment and discharge, and distribution of teachers, etc.

(4) Educational Plans, Teaching Outlines, and Regulations for Production Practices.

In regard to construction plans, the location of school is determined in accordance with economic and national defence considerations. As already mentioned, since 1952, schools have been established, abolished and merged on an extensive scale. During the five year period up to 1957, 84 schools were newly set up and 64 were abolished or adjusted.

Higher education institutions used to be concentrated on the medium and large cities in the coastal areas. Some of these schools were relocated in inland areas. As a result, the number of schools in the seven provinces and two cities of the coastal areas has decreased from 118 to 113, and that of the inland areas went up from 87 to 114.

Various central industries and businesses and local governments have the task of controlling higher education institutions in accordance with the regulations of the State Council and the Ministry of Higher Education in regard to higher education, and of making proposals and reports to the Ministry of Higher Education and the Ministry of Education.

Local governments of the sites of higher schools are to provide active assistance and guidance to the schools in regard to political guidance, cadre studies, capital construction, general personnel affairs and policing; however, the local government is not to order cessation of classes or change in vacation or vacation plans unnecessarily.

Various enterprises are required to provide students who are visiting their factories for study or are practicing in their premises with materials and dormitories as part of their duties.

B. Control Organizations and Their Functions

The Ministry of Higher Education located in the nation's capital is in charge of higher educational institutions except teacher-training schools.

The Minister of Higher Education is appointed, as in the case with other Ministers, by the All-China People's Congress which is the organ of the supreme power of the land. When the congress is not in session, the Minister is appointed or discharged by the Standing Committee of the Congress. The Minister is a member of the State Council Conference, has the highest responsibility in the activities of the Ministry, and issues orders and directions in accordance with laws, decree and the resolutions and orders of the State Council.

In addition to the Minister, there are a number of Vice Ministers.

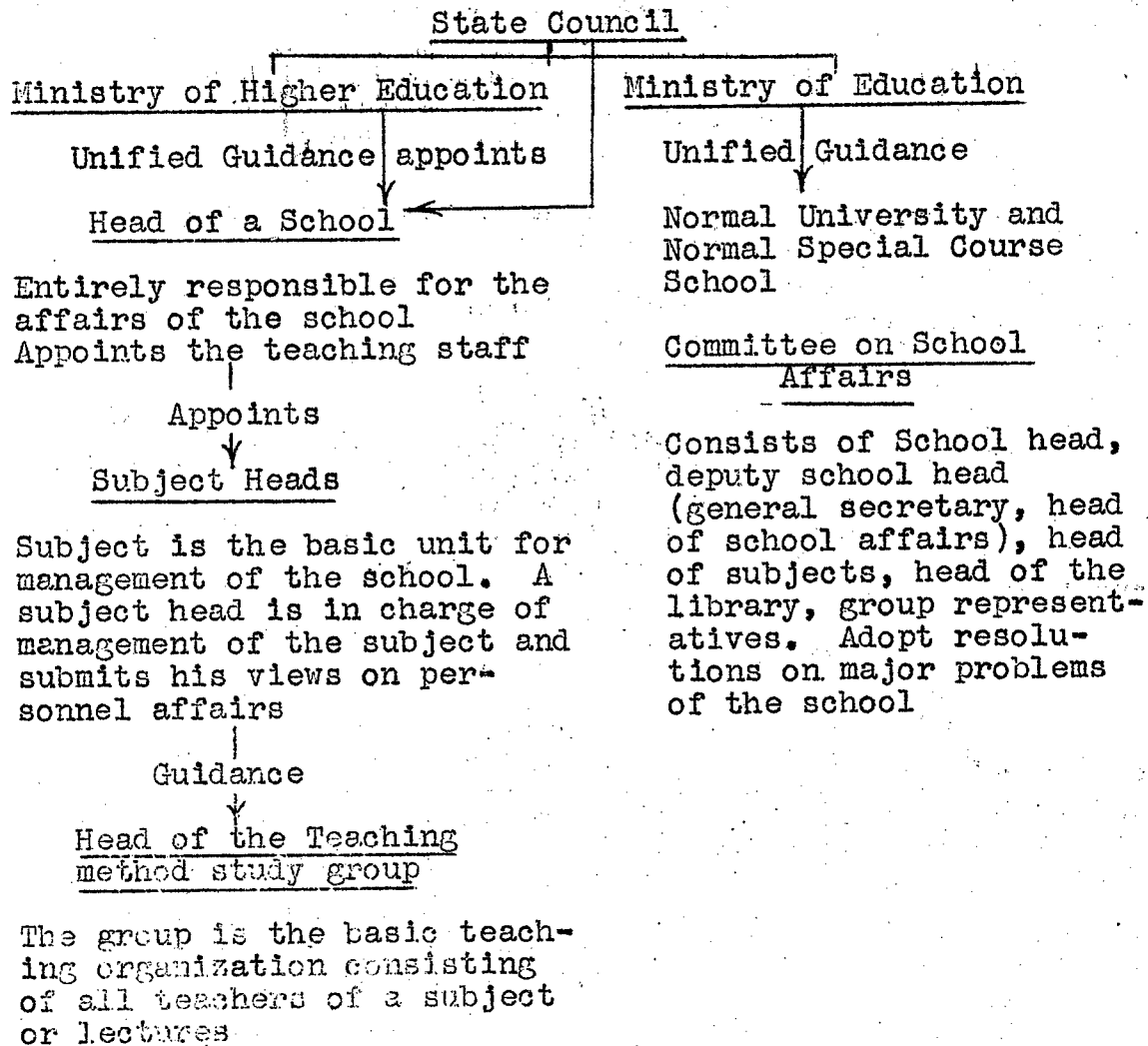
As of 1952, the Ministry of Higher Education was constituted as follows:

1. Staff Office
2. Department of University Education
3. First Department of Industrial Education
4. Second Department of Industrial Education
5. Department of Agricultural Forestry and Hygiene Education
6. Department of Secondary Technical Education
7. Department of Supervision of Students Overseas or In Foreign Countries
8. Department of Educational Guidance
9. Department of Planned Financial Affairs
10. Department of School Personnel Affairs
11. Division of Political Education
12. Division of Workers and Peasants Accelerated Middle School Education
13. Division of Capital Construction

The control machinery of universities, colleges and special courses is indicated in Diagram 1. The head of the School is entirely responsible for its operation; the head's duties are as follows:

Diagram 1

Control Machinery of Universities, Colleges
and Special Course Schools



Note: 1. Deputy school head is under the school head and can take his place.

2. At present, some schools have general secretary and school affairs head and who take charge of administrative and school affairs under school head.

Duties of School Head

1. Represents the School
2. Controls and guides the school's educational, research and administrative affairs
3. Guides the political studies of the school's teachers, students, staff members, messengers and security officers
4. Appoints and discharges teachers, staff members, messengers and security officers
5. Ratifies the resolutions of the committee on School Affairs

One deputy school head or two will be in the college to cooperate with the school head in attending to school affairs, and when the school head is absent the deputy head or heads will take his place in attending the school affairs.

The school head and deputy school heads are appointed by the State Council.

It was decided in 1955 to abolish the offices of general secretary, school affairs head and research affairs head and to adopt the Soviet system under which the school head and his deputy have charge of school affairs, scientific research, personnel affairs and general affairs. Since there was an insufficient number of competent people, the office of assistant to the school head was set up to have the assistant cooperate with the deputy school head in assisting the the school head. After a period of time the assistant is to be raised to the rank of deputy school head. The assistant is also appointed by the State Council. However, there are schools where general secretaries and school affairs heads are still in office.

Colleges, universities and special course schools have a number of subjects, which are basic units of school administration. Subject heads are appointed by the school head from among the professors. The subject head has the following tasks:

1. Plans for operation of the subject and takes charge of it
2. Supervises, guides, and operates the educational plan of the subject
3. Guides and inspects homework, practice and experimentation of the subject
4. Inspects the examination results of the subject
5. Reviews the teaching experiences of the subject
6. Submits his views on the appointment and dismissal of teaching staff members

Colleges, universities and special course schools have the Committee in School Affairs (the equivalent to the School Consultation Meeting of the Soviet Union). This committee works under the direction of the school head. The Committee consists of the school head, deputy school head, general secretary, school affairs head, personnel affairs head, library head, subject heads and representatives of democratic organizations (such as the Communist Party and other democratic parties, labor unions, and the students' organization). The Committee has the following powers with the school head sitting in the chair.

1. Examines the educational plans, research plans and activity reports of the various subjects and of the teaching method study groups
2. Approves budgets and settlements of accounts
3. Approves of various important organizations and regulations
4. Adopts decisions concerning major enforcements or revisions affecting the entire school
5. Adopts decisions concerning major enforcements or revisions affecting the entire school

The school affairs committee may set up its standing committee and various specialized committees.

A decision by the School Affairs Committee may be sent back by the school head for reconsideration; however, if the original decision has been adopted a second time by the committee, the decision should be sent to the superior agency for action.

C. Finance of Higher Education Institutions

Available data on this subject are not sufficient to provide much information about the financial mechanism or figures. The Ministry of Higher Education (in the case of teacher-training schools, it is the Ministry of Education) formulates the standard by which the amount of money to be expended and capital construction plans (building, rebuilding, restoration, construction work related to geological survey, etc.) is determined.

Budgetary plans are drawn up by the agency in charge of the school, and, after getting approval of the school, are sent to the Ministry of Higher Education or the Ministry of Education for final decision.

However, the expenditures of the budget are controlled by the Higher Education Ministry, the Education Ministry, or local government agencies in charge of the school. The school gets all the expenditures from its controlling agency.

At present economy is the order of the day. Consequently, the closing accounts are much smaller than the expenditures indicated in the budget, especially in the case of facilities and capital construction.

Proposals are being made to permit school heads to have a voice in financial matters, and it has been reported that the school heads are given some power over finances; but details are yet to be learned.

Figures with regard to higher education expenditures are very fragmentary. According to the figures which appeared in the Jen-min Jih-pao for 5 April 1957, the public educational cost per college student is about 1,200 yuan (one yuan is equivalent to 152 yen). In 1956 the number of students at higher schools was 380,000. According to other data, the total of higher school expenditures over the five-year period of 1952-1957 amounted to 2,840,000,000 yuan.

Construction expenditures (with teacher-training schools excluded) during the First Five-Year Plan period (1953-1957) is 700 million yuan; and floor space is 6,340,000 square kilometers. It is said that expenditures for books and teaching materials during the First Five-Year Plan period is 100 million yuan.

D. Guidance by the Communist Party

As mentioned under the heading of history of higher education, the anti-rightist struggle is now in full swing. The problem was raised in the higher education field in connection with the activities of the Party committees in higher schools. It was the position taken by the professors who are now regarded as rightists that the Party committees should not interfere in school affairs which are handled by the school heads and the School Affairs committees, and that the Party should not provide its guidance to schools. This seems to be a fight for hegemony between aged professors with profound scholarship and specialized techniques and the leaders of the Party committees who are youthful but are armed with ideology.

The Communist Party has been making efforts to strengthen the Party organizations and the Party leadership in schools. Since the "department and subject" readjustment in 1952, over 1,000 Party members are reported to have been sent to higher schools to man the managerial positions (school heads, deputy school heads, general secretaries, school affair heads) and to be Party Committee leaders.

In his "report concerning the problem of intellectuals" delivered to the Central Committee of the Communist party in June 1956, CHOU En-lai stated that, among the intellectuals including engineers, professors, and medical doctors, about 40 percent were progressive elements, about 40 percent were in-between, less than 10 percent were laggards, and a few percent were anti-revolutionaries.

Most intellectuals, except anti-revolutionaries seem to have jobs; those who are [supposed to be] progressives are under surveillance and are being reformed ideologically. According to CHOU En-lai, among the 141 teachers at four

higher schools at Tientsin and Tsingtao, the percentage of progressives has increased during the past six years from 18 to 41 and that of laggards came down from 28 to 15.

The guidance of schools by the Party is being strengthened more and more, not as a system of the schools but as an enforcement of a system. In other words, secretary-general and other leaders of Party Committees provide guidance to School Affairs Committees in the capacity of deputy school heads or ranking teachers; and to expand the Party organization, teachers and students are encouraged to join the Party or the Communist youth organization.

In October 1957, the Central Committee, Chinese Communist party, selected 1,000 middle-and high-grade cadres of the Party and sent them to schools and cultural organizations to strengthen the guidance of them by the Party, it is reported. Of the 137 high-grade cadres, 108 went to colleges, universities and special course schools to become school heads, deputy school heads, Party Committee secretaries and deputy secretaries. Thus, the Party participates in the conduct of personnel affairs.

V. TEACHERS

The teachers at colleges, universities and special course schools are classified into professors, assistant professors, lecturers and assistants. School heads appoint them and report to the Ministry of Higher Education, and, in the case of teacher training schools, to the Ministry of Education.

School heads and deputy school heads are appointed by the State Council. School affairs heads and general secretaries are nominated by school heads and are appointed by the Ministry of Higher Education or the Ministry of Education. Library heads and subject heads are appointed by school heads, subject to the permission of the Central agencies.

The proper procedure would be that a graduate of a regular course of a college or university becomes a research student and when he has finished becomes an assistant. To meet the college shortage problem, however, graduates of college special courses or those who have finished college regular courses in a reduced period of time become assistants.

It is said that 50 percent of the assistants teach classes. The ratio of assistants to the total teaching personnel is said to be 60 percent. How to improve the quality of these teachers is a problem.

As of 1957, the number of teachers in the higher education field was 68,000, an increase of 52,000 since the People's Republic was established, including an increase of 45,000 during the First Five Year Plan; thus, the average increase per year has been 6,500.

At present, there are 3,000 research students. Since this small number is not sufficient to meet the demand for teachers in the future, 4,000 persons have left their jobs and are studying at colleges and universities. These people will fill teaching positions sooner or later.

Teachers, researchers, staff members, messengers, and security officers working at schools, research institutes or organizations under the control by the Ministries of Higher Education and Education, may join the Chinese Educationist Trade Union. In 1956, 135,000 educationists and scientists out of the total of 220,000 were members in the Union. The Union is concerned with, among other things, the welfare of teachers.

In August 1958, the Chairman of the Union declared that the State provided educationists and scientists with special allowances to cover the deficit in their livelihood and medical care at the expense of the Government, but that retirement allowances for the aged, for the sick, medical care for the dependents and labor insurance have not been established yet.

It is the task of the Educationist Trade Union to press the administrative agencies to take appropriate measures to improve the livelihood of its membership; the Union is also concerned with the improvement of educational skills,

culture, and welfare of its membership, and to this end it makes arrangements for teachers to be reeducated and sets up such facilities as teachers' clubs and libraries.

VI. STUDENTS

A. Scholarships

Higher schools used to provide students with various types of scholarships up to 1952, when these assistances were replaced with the people's scholarships that were to be given to all students at higher education institutions. Under this system, all students were given food expense; other allowances varied in amount in accordance with the situation of individual students. These expenditures were included in the operating costs of schools. The amount of allowances other than food costs was determined on the basis of applicants' statements and of the results of conferences with applicants, subject to the approval of the school authorities.

In scholarships expenses other than tuition are included, for it is not collected in [higher] schools of China.

In October 1955, regulations for granting scholarships were revised: students at teacher training schools are given people's scholarships without exception; at other schools, scholarships are accorded only to students in needy circumstances.

Eligibility for scholarships is not determined on the basis of the results of conferences with the applicants any more. The school head will call a conference of ranking teachers to work out the procedures of determining eligibility for scholarships, to put into consideration the financial situation of individual students' families and the ideological position of students and to determine the amount of each scholarship and the number of recipients. When applications have been received, they are examined

by classes and "subjects," and then the controlling personnel give the approval.

These scholarships are divided into periodical and special ones. Periodical scholarships consist of the food cost (which is divided into entire cost, two third cost and one half cost) and daily educational and other expenses.

Special scholarships cover educational expenses, clothing and other expenses.

In granting these scholarships, special consideration is given to surviving dependents of revolutionary heroes, ethnical minorities and repatriated Chinese students. For granting scholarships to cadres in active service and other workers and peasants students, special provisions have been made.

Scholarships covering the food cost are not given to the recipients in cash but in the form of meals by the schools on a unified basis. To those students who come to school from home, the cost is given to them in cash.

Since September 1956, scholarships are given to all research students: those who have had jobs less than two years receive 45 yuan per month, and those who have had jobs more than two years receive 80 percent of the salaries which they used to get.

Dormitories are part of school buildings. Usually, schools of middle school level and up have had dormitories. However, all students are not accommodated; those who can attend school from home are recommended to do that.

B. Student Self-governing Organizations

Students have political parties and self-governing organizations. Political parties have teachers and staff members among their membership. In addition to the Communist party, other democratic political parties have their members among staff members of schools. The Communist party and the Communist Youth Association which is

under the control of the Communist party have their organizations in all higher education institutions of China. (The New Democracy Youth Association had its title changed to the Communist Youth Association May 1957.)

To join the Communist party one has to be over 18 years of age, and the corresponding age limit for the Communist Youth Association is between 15 and 25 years. These two organizations are playing leading roles in schools. It was indicated in 1956 statistics that 8.8 percent of students at higher education institutions were Party members and 57.3 percent were Association members.

Students at higher education institutions including Peiping University used to have groups of advanced students in organizations listed above. The members of these groups are required to set examples in their studies, extra curricula activities and student lives. However, these groups were abolished in 1956 summer on the ground that the system was not conducive to independent thinking.

Objections were raised against the guidance provided by the Communist Party to schools, but these arguments were rejected as rightist.

There are students' societies in schools; these are self-governing organizations and are affiliated to the All-China Students' Federation. The task of these societies is "to encourage students in their studies, to conduct the social and political as well as cultural and sports activities of students, and to concern itself with the livelihood and welfare of students." The Students' Federation succeeds to the tradition of the National Students' Federation which was set up in 1919; but now its chief task has changed to encouraging students in their studies.

VII. THE PROBLEM OF TRANSFORMING AND EXPANDING HIGHER EDUCATION

Since we have already discussed the adjustment of departments and subjects which began in 1952, we will not touch upon that now. We will proceed to consider the expansion of higher education now in progress.

National construction, with economic construction as its center is now advancing systematically, with educational and cultural construction included. This is known as the Five-Year Plan.

This plan is drawn up by the Commission for National Planning under the State Council, an equivalent of the Gosplan of the Soviet Union. It is the responsibility of the Board to collect plans of the Ministries and of the provinces or localities, to draw up long-range and annual draft plans, and to inspect the implementation of them. The national economic plans are subject to the approval of the All-China People's Congress which is the organ of supreme authority.

In May 1956 the structure of the state was reformed and, as a result, the Commission for National Economy was set up. It is this commission that formulates the annual plan.

The people's councils at various levels, which are local administrative organs, also have their planning commissions which draw up plans and inspect their implementation.

The First Five-Year Plan (1953-1957) was formulated by the agencies listed above; and in this plan, provisions are made in regard to higher education as follows:

1. During the five years priority will be given to the development of engineering colleges and the science divisions of universities; concurrently schools of agriculture-forestry, teacher-training, hygiene will be developed in an appropriate manner.

2. The State will adjust and expand the existing higher education institutions and set up 60 new higher schools including one university, 15 engineering, four agriculture-forestry and meteorological, two finance and economics, 19

teacher training, six medicine and pharmaceuticals, two Chinese Language, four physical training and four art schools.

3. In 1957, the total number of higher education institutions will be 208, including 15 universities, 47 engineering, 29 agriculture and forestry, 32 finances and economics, five law and politics, 43 teacher training, 32 medicine and pharmaceuticals, eight Chinese language, six physical training, 14 art and four other schools.

4. In 1957, the total enrollment at higher schools will be 434,600.

This plan was already overfulfilled in 1956: the total number of schools went up to 227, including 15 universities, 48 engineering and 53 teacher training schools, and the enrollments totalled 443,000.

However, this overfulfillment was attended by difficulties: the quantity of teachers, equipment and facilities was not adequate to meet the needs. It was provided in the plan for 1957 to admit only 107,000 as compared with 163,000 in 1956.

Thus, the plan has not always been implemented smoothly, for emphasis has been shifted from quantity to quality.

Since 1953, the employment of higher school graduates has been controlled by the State on a unified basis. In summer 1956, complaints were made by graduates and their employers. For one thing, the training plan itself proved inadequate: the demand for technicians had not been accurately determined in terms of number and categories; the training was too limited to meet the needs of the employers; and inadequate consideration was given to the living conditions of the graduates.

To solve these problems and keep the plan intact, the employment control policy was revised as follows: Graduate distribution draft plan is to be formulated by the Commission for National Economy. A concrete plan is set by the Ministry of Higher Education. This plan is sent to schools and employers to be adjusted before final decisions are taken.

The students who are opposed to their assigned jobs are not to be given any work; and the students who are undergoing indoctrination and have passed graduation examinations will be employed on probation for one to three years until they have passed political tests, and will receive only living expense allowances.

Thus, both drastic and flexible measures are being taken. To solve fundamental problems, it is planned to improve professional training. It is also planned to improve the teaching personnel and encourage research projects by employing some of the graduates of 1957 as assistants and researching students at higher schools and as assistants at other agencies.

Appendix - A

Table 1. Basic Statistics of Higher Education

Year	No. of Schools	No. of Teachers	No. of Students
1955	194	42,000*	293,000
	University 14	Professor and Assistant	Regular course and
	Engineering 42	Professor 17.8%	Special course 288,000
	Teacher Training 40	Lecturers 24%	Graduate or Research Students
	Others 90	Assistants 58.2%	4,822
1956		58,346	408,000

1. 1956 figures are from the report in March 1957 by the Vice Minister of Higher Education
2. * figures and percentages are from the report in January 1956 by CHOU En-lai
3. Other figures are from statistical news for 20th period of 1956.

Table 2. Enrollment in the Past Few Years
by Specializations (both regular
and special courses)

	1949	1952	1953	1954	1955
Total	116,500	191,100	212,200	253,000	287,700
Engineering	30,300	66,600	80,000	95,000	109,600
Agriculture- Forestry	10,400	15,500	15,400	15,900	21,300
Finance- Economics	19,400	22,000	13,500	11,200	11,400
Politics- Law	7,300	3,800	3,900	4,000	4,800
Medicine- Pharmaceutics	15,200	24,700	29,000	33,900	36,500
Physical- Training	0,300	0,300	1,100	1,900	2,300
Science	7,000	9,600	12,400	17,100	20,000
Literature	11,800	13,500	14,200	18,300	18,900
Arts	2,800	3,600	2,700	2,600	2,200
Education	12,000	31,500	40,000	53,100	60,700

The figures are from "The People's Handbook" for 1957

Table 3. List of Major Universities

Type ¹	Name	Site	Foundations Date ² and Departments ³
University	Peking Univ.	Peking	1912; L,S,E,J ⁴
	Nankai "	Tientsin	1919; L,S,E,
	Futan "	Shanghai	1905; L,S,J,E
	Nanking "	Nanking	1914; L, S
	Shantung "	Ch'ingtao	1901; L,S, F, M
	Kuang-men "	Kuang-men	1921; L,S,E
	Wuhan "	Wuch'ang	1914; L,S,E,J
	Chungshan "	Canton	1914; (Former Kuang-tung Univ.) L,S
	Szechwan "	Ch'engtu	L,S,E
	Yunnan "	Kunming	1920; L,S,M
	Hsipei "	Hsian	1924; L,S,E
	Lanchou "	Lanchou	1924; L,S,M
People's Univ.	Chinese People's Univ.	Peking	1950; E,J
	Northeast People's Univ.	Ch'angch'un	1951; L, S,J,E
Polytechnic	Chinghua Univ.	Peking	1925; (Former Peyang Univ.)
	Tientsin Univ.	Tientsin	1896

Table 3 Cont

	Harbin Technical Univ.	Harbin	1949
	Chiao-t'ung Univ.	Shanghai	1921
	T'ung-chi Univ.	"	1923
	Chekiang Univ.	Hangchow	1923
Normal	Peking Nor- mal Univ.	Peking	1922
	Northeast Normal Univ.	Ch'ang-ch'un	1950
	East China Normal Univ.	Shanghai	1953

NOTES:

1. Only universities, polytechnic universities and teacher training schools with titles of universities are given on the list.
2. Foundation dates are indicated on the list, but existing universities, particularly polytechnic universities are quite different in their character from those prior to 1952.
3. Since there are no departments, as in Japan, subjects are treated by the compiler as equivalents to departments.
4. Abbreviations: L stands for literature, S for science, E for economics, J for jurisprudence, F for fishery, M for medicine.

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