

## SINKIANG HIGHER EDUCATION IS DEVELOPING RAPIDLY

[Following is a translation of an article by Kuan Ou-lo, Deputy Chief, Department of Culture and Education, Sinkiang Uighur Autonomous Region Party Committee, in Jen-min Jih-pao, Peiping, 10 July 1960, page 4.]

Following the glorious victories of the Socialist revolution and Socialist construction, higher education in the Sinkiang Uighur Autonomous Region, under the leadership of the Communist Party Central Committee, Chairman Mao, and the regional Party Executive Committee, developed in pace and scope unmatched in history.

During the first period after the liberation in 1949, there was only one incomplete and sub-standard college (Sinkiang College), with only 379 students and 36 faculty members. From 1949 to 1957, Sinkiang tried to salvage the old academy. At the same time, the agricultural school, the language school, the medical school, and the normal school were added to fulfill the needs for productive construction. In 1958, brightened by the Party's socialist general construction program, impelled by the Big Leap in agricultural and industrial production, and spurred by the success of the peoples' commune system, five more colleges were opened to new students; thus, correctly implementing the Party's educational policy of sharing the responsibility of education between the Party and the people. The five new institutions of higher education specialized in petroleum, mining, business and finance, railroading, and agriculture. This second agricultural school in the autonomous region was named Shih-ho-tzu Agricultural College. In 1959, higher education was consolidated and the over-all standards were higher. The school of language was incorporated into the normal school. The system of higher education in this autonomous region was then complete, with separate schools of agriculture, medicine, education, communications and finance.

Like the institutions of higher education all over the country, higher education in Sinkiang went through incessant revolutions as directed by Chairman Mao. After several political movements, all the teachers and student body succeeded in raising their degree of political awareness. The Party organizations in colleges increased and expanded. The Party leadership in the colleges was strengthened. After the rectification campaign in 1957, the anti-rightist campaign, and the anti-regional nationalisms conflicts the Party's position in schools stood unchallenged.

At present, Marxism-Leninism ideology and the political work of the Party are the spirit and leaders in all phases of work in higher education. The common goal of every student is to become "red and expert". The percentage of students who come from families of laborers and peasants is increasing. They make up 51% of the enrollment in institutions of higher education.

In 1958, the Party Central Committee proclaimed the policy of "education as service to the proletarian class and education in cooperation with productive labor". All of the Sinkiang institutions of higher education began to enthusiastically operate factories and farms. Many of the faculty members and students volunteered to work in the factories and on the farms in order to participate in productive labor and gain practical experience. The work program afforded them the opportunity to cultivate their minds and at the same time, the experiences gained supplemented and improved to a great extent classroom knowledge.

Working experiences further create a favorable background for the development of scientific research, and the work yields material wealth for our national construction. For example, the faculty members of Sinkiang College designed and made a trial model of an electronic computer; and the Pa-i Agricultural College students experimented successfully with many types of fertilizers.

At present, all higher education is in the process of combining education, production, and scientific research into a healthy system of Socialist education. The new system is already having a very positive effect in the production of both "red and expert" students.

The cultural and educational standards in the Sinkiang Uighur Autonomous Region were very backward. But, within a short ten year period, higher education has developed quite rapidly. This fact cannot be separated from the inspired leadership of Chairman Mao.

and the Party Central Committee together with the support from other brother provinces and cities.

At the same time, the Party Committee in Sinkiang has always emphasized the training of national minorities and the development of higher education. A new program was produced with special stress on the following key problems.

Even though we paid much attention to the development of education in Sinkiang after the liberation, due to the poor foundation of the old system of education, we were neither able to staff the schools with qualified instructors nor able to fill the institutions of higher education with senior middle school graduates.

But the wheels of productive construction were turning faster than ever. Productive construction desperately called for higher education to furnish it with qualified technicians and experts. Faithful to the policy of education as a service to politics and construction, Sinkiang persisted in the gradual development, in proportion to her ability, of a sound educational foundation by raising the standards. For the first eight years after the liberation, due to the lack of qualified instructors in higher education, we concentrated on the development of middle level education. Then we set up a skeleton for higher education with three new higher schools. The courses in these schools were offered to junior middle school graduates. The function of these schools was to produce, in quantity, intermediate level technicians in order to meet the urgent demands of productive construction.

In the process of developing and raising the standards of middle level education, it has laid the foundation for the development of higher education by producing qualified candidates for admission and for future training as instructors. Therefore, with the accelerated development of senior middle level education in Sinkiang, institutions of higher education were added one after another on the solid foundation of a high standard middle level education.

For example, the schools specializing in mining, petroleum, railroading and finance were all founded on the basis of a solid senior middle level education. In 1958, colleges which have previously admitted only technical students were able to accommodate more and more non-technical senior middle school graduates. Following the above mentioned procedures, Sinkiang College, Pa-i Agricultural School, and Normal College

succeeded in raising their professional standards and at the same time developed rapidly enough to meet the needs of productive construction.

Because of the insufficient supply of qualified students and adequately trained instructors, it was quite impossible to establish a complete system of higher education overnight. On the other hand, it was not practical to wait until all the conditions were favorable before developing higher education. Therefore, within a given period of time, higher education in Sinkiang must still be developed according to the demands of economic construction. The rate of development should be regulated by the urgency of the situation. The growth of higher education must be in step with needs which develop.

For example, from 1949 to 1957, due to the needs of the nomadic-agricultural society of this enormous region and the urgent demand to train more qualified instructors for middle level education, the emphasis on higher education was placed on teacher training and the study of agricultural sciences. After 1958, the railways began to stretch farther and farther westward, bringing heavy industries into heretofore isolated regions. In order to better prepare for the big leap in the national economic construction program, five more technical colleges were added on the solid foundation of high standard senior level middle schools. These five technical colleges train students to specialize in communications, business-finance, agricultural sciences and technological sciences. A fifth technical school was built on the original site of Sinkiang College. Sinkiang University will admit new students this fall. In this manner, higher education in Sinkiang has not only kept pace with economic construction, but it has also been of great service to production. In the process of productive development, higher education in Sinkiang gradually took form and grew into a scientific system.

Education is the people's responsibility. Only when the Party and the people unite in upholding the educational policy of "walking on two legs" can education be developed smoothly and rapidly. The original productive power of the Sinkiang society was pathetically backward. But she has always been very rich in natural resources, and in order to utilize these resources to change the barren characteristics of Sinkiang, many new industries with ample support from

the central government were established. All of these new industries were adequately staffed with qualified experts and the physical conditions were comparatively good.

At the same time, there was still a great need to absorb more newly trained technical personnel. Therefore, in the development of higher education in Sinkiang, all the latent potential of the new industries were fully utilized. Higher education did not become the sole responsibility of the departments of higher education. It was the responsibility of all the new industries.

After the State Council directive "Pertaining to the Direction of Higher Education," was made public in 1958, the "walking on two legs" climax was reached in the development of schools.

With the development of various building industries, the technical colleges began to grow. At present, there are nine institutions of higher education in Sinkiang. With the exception of Sinkiang College, the Medical College, the Pa-i Agricultural College and the Normal College which come under the jurisdiction of departments of higher education, the remaining five colleges are being directed by the related industries.

In order that higher education in Sinkiang will develop more rapidly, it is necessary to train more native instructors. This was one phase of work which was met with special emphasis directly after liberation. On the one hand, professors and instructors from colleges in brother provinces were engaged to help out during the first stages. Their instruction stressed education through translation. Through translation, they were able to instruct the national minorities and train them to become instructors.

On the other hand, depending on the needs and the vacancies, native middle school graduates were sent to colleges in brother provinces so that they could qualify as instructors when graduated. Through these methods, native instructors in Sinkiang colleges grew to a sizeable number. Before liberation, there was not a single native teacher in Sinkiang College. Today, there are over 1,200 proud native instructors, making up 31.8% of the total teaching staff in the Sinkiang higher education system. Even with this great increase in native instructors, the number is still far from sufficient to meet the swift pace of development in higher education.

On the solid basis gained in the victories of the 1957 rectification campaign, the anti-rightist campaign, and the anti-regional nationalist campaign, the degree of political awareness among native instructors has on the average, been rising. Thus all the Sinkiang institutions of higher education required the native students to study the Chinese language for one year after which major courses were given in Chinese. This opened a new and broad approach to the mass training of native instructors. It enabled the native students to use Chinese references more conveniently, and this in turn helped them to raise their professional and political standards.

Our determination to implement the Party's educational policy is the guarantee to the rapid development of higher education in Sinkiang. The course of the rapid development of higher education in Sinkiang is also the course of conflict between "two roads" and two ideologies. This conflict is manifested in Sinkiang as the conflict between Socialism and regional or local nationalism. The goal of Socialist education is to "cultivate a Socialist consciousness and cultured laborers". We insist that higher education in Sinkiang must follow the road of Socialism. All work in institutions of higher education must have for its spirit and leadership Marxist political-ideological education in addition to Party work. The capitalist elements and the regional nationalist elements insist on the "special condition of Sinkiang", thus they oppose the spreading of Marxism-Leninism among the students on the flimsy excuse that political education might divert the students' attention from their regular studies.

In our educational policies, we insist on those that would be beneficial to the unity of nationalism and to the intermixing of culture between nationalities. We are of the opinion that institutions of higher education should be opened to all national minorities, with the students separated into different grades. The regional-nationalism elements believe in the distribution of schools according to geographical locations and that each school should serve a different nationality. In general, they spread all kinds of capitalistic and regional-nationalistic poison, hoping to usurp the leadership in higher education from the Communist Party. The vicious plot of the capitalist and regional-nationalist elements vicious will never succeed. The struggle concerning the two educational

programs will continue to be a battlefield for a long time.

Hereafter, we must continue to raise the red flag of Chairman Mao's educational ideas and persist in the Party's educational policies. At the same time, we must continue criticize the educational ideas of the capitalists and oppose the regional-nationalistic policy of decentralizing the education of the national minorities.

We must further criticize rightist ideas and continue to follow the Party's general policy of Socialist construction by swiftly and economically developing higher education in Sinkiang, so that it may better serve both political and productive construction.

The Sinkiang Uighur Autonomous Region, like other areas in China participating in Socialist construction, has entered the stage of high speed development and a sustained period of "big leap". A technical revolution on the basis of mechanization and semi-mechanization automation and semi-automation is unfolding rapidly and the total mobilization for such a technical revolution is spreading on an enormous scale.

Following the repair and the commencement of through service on the Lan--Sin [Lanchow to Sinkiang] Railroad, a new wave of construction will begin in Sinkiang. These conditions call for the accelerated training of native personnel. In order to meet the needs of Socialist construction, we plan within a few years, to establish in every autonomous chou the basic agriculture, medical, normal and higher technical school. At the same time, we must add colleges specializing in textiles, fuels, geology, art and physical education. By that time, colleges will be distributed all over the vast lands of Sinkiang.

We firmly believe that higher education in Sinkiang, under the correct leadership of the Party Central Committee, Chairman Mao and the Party Executive Committee of the autonomous region, will develop and expand every day. In the not too distant future, it will become a "red and expert" force of working class intellectuals. All the national minorities in Sinkiang will have the opportunity to acquire a high degree of scientific and cultural knowledge. The barren characteristics of Sinkiang will undergo a basic and complete change.

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