

CONSULATE GENERAL OF THE  
UNITED STATES OF AMERICA  
USDLO Box 10  
FPO San Francisco 96659

FAO

20 January 1985

THRU: Army Liaison Officer  
Defense Liaison Office  
American Consulate General  
Hong Kong

TO: Department of the Army  
Deputy Chief of Staff for Operations and Plans  
ATTN: DAMO-SSA  
Washington, D.C. 20310

SUBJECT: China Foreign Area Officer Trip Report

REFERENCES: a. DAMO-SSA ltr dtd 26 Nov 82,  
Subj: LOI for Overseas FAO Speciality Training  
b. Hong Kong FAO Course POI dtd 1 Nov 83

In accordance with the above references the trip report of Captain James P. Chilton for travel to Wuzhou, Yangshuo, and Guilin, People's Republic of China conducted from 24 November 1984 to 1 December 1984 is forwarded as an enclosure. Individual FAO trip observations, relevant correspondence, and cost data are attached to the report as annexes.

1 Encl w/annexes a/s  
A-Guilin People's Hospital  
B-China's Education System

  
JAMES P. CHILTON  
CPT, MI  
China FAO (Hong Kong)

cf:  
USDLO, Hong Kong

CONSULATE GENERAL OF THE  
UNITED STATES OF AMERICA  
USDLO Box 10  
FPO San Francisco 96659

FAO

20 January 1985

TO: Department of the Army  
Deputy Chief of Staff for Operations and Plans  
ATTN: DAMO-SSA  
Washington, D.C. 20310

SUBJECT: China Foreign Area Officer Trip Report

1. GENERAL: From 24 November 1984 to 1 December 1984, CPT James P. Chilton visited Wuzhou, Yangshuo, and Guilin, People's Republic of China.

2. PURPOSE: To give the officer the opportunity to gain first-hand knowledge of the political, economic, social, and geographic conditions in the areas visited.

3. GENERAL ITINERARY:

<u>Location</u>	<u>Date(s)</u>	<u>Significant Activities</u>
Wuzhou	24-25 Nov	Transit point between ferry and bus. Visited night market.
Yangshuo	25-28 Nov	Visited town market area, riverfront, conducted bicycle tour of surrounding countryside including a peasant village, visited key-point middle school.
Guilin	28 Nov-1 Dec	Visited main commercial areas, riverfront, Ludi caves, the People's Hospital, Guangxi Provincial Teacher's University and several old Buddhist sites

4. TRIP PLANNING AND EXECUTION: Tourist visa for travel to China and a ticket on the Hong Kong-Wuzhou ferry were obtained from the Hong Kong branch of the China International Travel Service. CPT Chilton wrote to the Lijiang Hotel in Guilin and requested reservations. Air tickets from Guilin to Hong Kong were purchased at the Hong Kong office of CAAC. The basic itinerary was laid out based on descriptions in travel guide books. Hotels in Wuzhou and Yangshuo and necessary bus tickets were obtained after arrival in the respective areas. No difficulties were encountered in the execution of the travel plan.

5. RECOMMENDATIONS: The trip as conducted is very worthwhile and is recommended to other FAOs. If possible, two or three days should be spent in Wuzhou, but not at the expense of the other two areas. Easy access to the countryside and peasant villages in Yangshuo makes it an excellent location for any FAO interested in rural China to conduct research. Bicycles can be rented both in Yangshuo and Guilin for two or three Yuan per day and visiting FAOs should take advantage of the opportunity. The people in both Yangshuo and Guilin were very approachable and willing to talk to a Chinese-speaking foreigner.

  
JAMES P. CHILTON  
CPT, MI  
China FAO (Hong Kong)

## ANNEX A. Observations of a Chinese Hospital

Introduction. On the evening of 28 November, CPT Chilton was summoned to the Guilin People's Hospital; an English woman whom CPT Chilton had met in Yangshuo had become very ill in her hotel and had been taken to the hospital in an ambulance. She spoke no Chinese, and the doctor and hospital personnel in her ward spoke no English. The woman was extremely nervous and worried about the level of sanitation in the hospital and about the types of medicine being given her. CPT Chilton spent about ninety minutes at the hospital on the night of the 28th talking to her physician, Doctor Bei, and about one hour there on the morning of the 29th assisting in her release from the hospital. These periods gave CPT Chilton an opportunity to make a layman's assessment of one ward in this particular Chinese hospital.

The attending physician. Dr. Bei appeared extremely competent; he stated that he had been a physician for 21 years. He apparently specializes in Western medicine. Although he spoke no English, he knew and used the English names for the medicines he had administered and to describe the problem of the patient, i.e., adropine, glucose, Vitamin B-12, antibiotics, gastro-intestinitis, etc. He was concerned about the patient's nervous state and had CPT Chilton translate as he talked and asked him to try and calm the English woman. He was approximately 45 years old and stated that he was a native of Guilin.

The facility. The hospital appears to be about twenty years old and seems to be kept in a reasonable state of repair. The ward was clean although it probably would have not met American standards in this regard. There was an extremely heavy "hospital smell" of antiseptics and medicines that permeated the ward. The English patient was in a room with two beds and a private toilet with shower. The walls were stained and badly in need of repainting; this made the ward seem more run-down than it actually was. The bedding was clean and was changed daily. There were no "luxury items" such as room telephones or televisions sets. The ward had a central lounge where patients and their guests could talk or watch a black and white television. Posted visiting hours were 1500 to 1800 hours, but the large number of "guests" moving about the halls at night and in the early morning made it apparent that these hours were not enforced. An IV was administered to the patient from a standard setup; the patient did complain, however, about the size of the needle used to administer injections. Nondisposable syringes were used.

The ward staff. The night staff appeared to consist of Doctor Bei and two nurses. It is interesting to note that in spite of this lack of personnel in the ward, Doctor Bei and one nurse accompanied the ambulance to the patient's hotel when she was first reported ill. The morning crew appeared to consist of at

least two doctors and six or seven nurses plus several orderlies. A young man who spoke some English was assigned to the patient sometime during night. He explained that if a Chinese enters the hospital, a member of the family normally stays with him and administers to his needs, carrying bed pans, washing the patient's clothes and often even cooking the patient's food. Since the Englishwoman had no family in China, this young man had been assigned to look after these types of needs.

Costs. The total bill for the visit of the doctor and nurse to the hotel, the ambulance, the overnight stay in the hospital, and the medicine administered was 74 Yuan (\$27.61US at a rate of 1 dollar to 2.68 Yuan). 30 Yuan was for the ambulance; 7.50 Yuan was for the medicine administered; 13 Yuan was for the hospital room; 7.50 Yuan was for the doctor's in-hospital services; 10 Yuan was for the doctor's house-call, and 6 Yuan was for a "general service charge." The patient was told several times that if she could not afford the bill some sort of arrangements could be made; however, this was not necessary. Payment was demanded in Foreign Exchange Certificates.

Comment. The Guilin People's Hospital is designated for use by foreigners in the area. The hotel staff first called a different hospital and was told that foreigners had to be treated at the People's Hospital. The quality of the hospital is probably higher, therefore, than that of other hospitals in the Guilin area.

## THE CHINESE EDUCATION SYSTEM

Introduction. With the establishment of the People's Republic of China (PRC) in 1949, the communist leaders of "New China" found themselves faced with the task of creating a new economic and social order that would provide a more secure life for the (then) half billion Chinese under their governance. The philosophy of the leadership called for a striving for a "classless society." This dedication, in turn, led the government of the PRC to strive for the achievement of social equality and security. Since the very founding of the People's Republic, one way that this dedication has manifested itself is in the attempt to provide universal education for the citizens of China. Well before 1949, formal style education, based upon Western models had been introduced into China and had largely supplanted the traditional tutorial-style schooling in Confucian classics; however, all schooling, whether traditional or Western, remained primarily in the hands of the wealthy. Much of the male population of China, particularly the rural male, remained illiterate, and virtually all of the female population received no schooling at all./1/ Thus, the provision of educational opportunity to the largely illiterate citizenry of China became not only one of the important legitimizing elements of the new communist-led regime but also one of the primary means of popularizing it.

This paper will investigate the success of the government of the PRC in meeting the goals of equitable distribution of the opportunity for education and will examine the quality of the education available and the problems facing the system. The provision of the opportunity in the PRC has been investigated in the past, but given the changes that have swept China under the guidance of the reform-minded Deng Xiaoping, it is valid to inquire yet one more time in an attempt to discover the current state of the Chinese educational system. Because of limitations on travel, only educational opportunity and systems in urban areas will be considered in this report.

Background. One of the principal programs initiated soon after the founding of the PRC was the effort to provide universal primary education and achieve a one hundred percent literate population. Initially, the Chinese government established a "five tiered system" patterned closely on that of the Soviet Union; then-Premier Zhou Enlai announced the educational reform program and the establishment of the system in 1951. The "five tiers" established were:

- preschool education for children aged three to seven,
- primary education, both for children aged seven to twelve and for uneducated adults and youth,
- a middle school system consisting of four categories of middle school: a six year program for twelve to eighteen year olds; schools for workers and peasants; "spare-time" schools; and

vocational schools.

-higher education, including universities and specialized and technical colleges,

-institutions providing political training for cadres./2/

Initially, the government established a highly centralized school system; locales had virtually no say in what was taught or how their schools were administered. By 1957, strongly guided by Soviet mentors, the system was well established; the number of elementary level students had risen to 64 million, up from 24 million eight years earlier. Likewise, enrollment in higher education had quadrupled with 441,000 students in institutions of higher learning by 1957./3/ However, by the end of the 1950s, with the dramatic decline in the influence of the Soviet Union and in Chinese confidence in many Soviet methodologies, the government partially decentralized the education system. Urban areas (and rural villages) became largely responsible for their own education; the decision had a spurring effect on school attendance./4/

Education within the PRC has always been strongly affected by the internal politics of the country, with large-scale changes in the educational system spurred by alterations in the political climate. This was clearly evidenced during "The Great Leap Forward" which begun in 1958; this period had two distinct impacts on Chinese education. First, the Soviet educational model was criticized for "divorcing classrooms and intellectuals from actual Chinese conditions and productive work." As a result, students were dispatched to work on communes, in factories, and in public utilities such as railroads, establishing both an educational system and a negative mentality toward education that would persist for the next two decades. Secondly, the policy of "walking on two legs" was promulgated, expanding educational opportunities within the country; communes and factories were instructed to open their own schools in order to reach new student populations and to complement state schools. This movement resulted in education being offered to many children, particularly among the peasantry, who had not had the opportunity under the previous system. Most of these children attended school on a half-day basis, working the remainder of the day./5/

While the policy of "walking on two legs" provided the opportunity for education to more children, at the same time it diluted the quality of Chinese education overall. Many of the new schools did not have qualified teachers and depended upon workers or peasants from the parent enterprise to teach elementary subjects. This was in line with the political climate of the time as the "Great Leap" period saw the surfacing of the "Red versus Expert" arguments which continue even today. This philosophical/political confrontation refers to the attempts by the Chinese Communist Party to establish a proper balance between having advanced political consciousness ("Red") and having high-level technical or academic qualification ("Expert"). "Red" dominated the moment during the years of the "Great Leap Forward."/6/

As the "Great Leap Forward" shuddered to an end in 1961, the

economy of China was in ruins. "Expert" again rose to dominance as technocrats within the Party and government were once again called forward to repair the damage of bad political judgement. The change in the political climate again impacted on education as the system was steamlined in the interests of economy. Many of the enterprise-administered schools established earlier were closed for fiscal reasons. Curriculum returned more to normal, and the emphasis on and time spent in political study and manual labor was greatly reduced./7/

The change was to be short-lived; by 1964, Mao Zedong and his ideological allies mounted an attack against the dominance of the "Expert" philosophy probably caused, at least in part, by the growing political tension between Mao and then-State Chairman Liu Shaoqi. In his "May 7th (1966) Directive," Mao called for a return to the prior levels of political training and for a reemphasis on manual labor as a vehicle to instill respect in China's students for the working masses.

This holds good for students, too. While their main task is to study, they should in addition to their studies learn other things - that is, industrial work, farming and military affairs. They should also criticize the bourgeoisie. The period of schooling should be shortened, education should be revolutionized, and the domination of our schools by bourgeois intellectuals should by no means be allowed to continue./8/

Mao criticized China's national educational curriculum for "containing too many courses;" he was especially vehement against the examination system in China's schools, proclaiming that the system "treated students as enemies." Mao also heavily criticized the closing of the half-work, half-study schools and the establishment of "key-point" schools. "Key-point" schools were (and are) selected schools that received additional resources and superior teachers and which administered only to the brightest students in an effort to produce high quality graduates in needed fields. The policies criticized by Mao were inspired by Liu./9/

Thus as China entered the chaos known as the "Great Proletarian Cultural Revolution" in 1966, the country was already again highly politicized with the "Red" elements on the ascent. One of the earmarks of these highly politicized periods in modern Chinese history is a great emphasis on egalitarianism. The clarion call for egalitarianism had already been reflected in changes in educational policy as schools adjusted their curricula to reduce the "three differences between town and country, worker and peasant, and mental work and manual work." The Cultural Revolution completely disrupted China's schools, particularly the middle schools and universities. The movement began in the schools; they quickly became one of the main targets of rampaging "Red Guards." Schools were formally closed with the summer vacation of 1966 so that students could participate in the political activities of the Cultural Revolution era; the closing would last at least three years for China's elementary schools

and more than four for her universities. During the Cultural Revolution, educational policy again changed with a shortening of the number of required courses and the radical transformation, politicization, of all teaching materials. There were virtually no schools open to implement these changes during the heart of the Cultural Revolution, but when the schools did eventually reopen, the "Red" policies were promulgated./10/

Primary and secondary school began to reopen in 1968-69, locally administered as during the period of the "Great Leap Forward." Universities and other higher level schools began to reopen in 1970-71. Per the Cultural Revolution educational policies, the primary-secondary curriculum was reduced from twelve to ten years and from four or five years for institutions of higher education to three. Political study and manual labor were once again emphasized. All students upon graduation from secondary school were required to "go down to the countryside" to work with and learn from the peasants for a period of two years. The earlier system of entry to universities and other higher level schools on the basis of entrance examinations was abolished; entry to such institutions was upon the recommendation of the Communist Party and ones peers./11/

The death of Mao Zedong and the subsequent elimination of the "Gang of Four" in September and October 1976 began a rapid phase-out of the radical educational policies of the Cultural Revolution period; the political pendulum in China began its swing back to "Expert." Post-Mao policies renewed stress on study and academic performance within China's schools at all levels. New policies gave a new prominence to intellectuals - as compared to the persecution suffered during the worst days of the Cultural Revolution. Education is now viewed as a vehicle necessary for the achievement of national modernization./12/ A system of examinations, academic competition and grades was reestablished in Chinese schools, including very stringent entrance examinations to higher level educational institutions. Deng Xiaoping declared in a speech to the Chinese National Conference on Education in early 1978, "examinations are an important way to check on student progress and teaching methods...."/13/ "Key Point" schools were once again established at all levels of education, and the entire educational structure began to be restructured to emphasize the production of highly trained specialists, mid-level technicians and skilled workers. Academic standards were raised throughout the educational system./14/

The Ministry of Education, closed during the Cultural Revolution and re-established in January 1975, is the central government's primary agency for the implementation of national policy objectives in education./15/ It is responsible for supervising the carrying out of educational policy throughout the country and the insuring of specified levels of educational quality in all of the nation's schools. It also has responsibility for the administering of education budgets and supervision of the training of teachers. The ministry administers the university entrance examinations and assigns qualified students to universities. Since 1977, it has also had overall responsibility for the preparation of textbooks and for

insuring nationwide standardization of texts./16/

In China's small and mid-sized cities, much authority has been returned to the town education bureaus. These now have decision-making authority on enrollments, budgets, teacher and staff assignments and transfers. In major cities, parallel authority is held by the city district education offices in conjunction with even higher municipal education bureaus. The great majority of urban schools are now directly administered by city education bureaus; however, some enterprise-run schools still operate for the children of their own employees. In such cases, virtually all educational administration, such as curriculum and teacher assignments, is handled by the town or city education bureau; the enterprise remains responsible for the budgetary input and fiscal administration./17/

One further reform, probably very popular with students, is that the Cultural Revolution era requirement for a middle school graduate to go to the countryside has been almost completely eliminated. Most middle school graduates now either enter higher education (assuming adequate performance on the entrance examinations), find employment in a factory, or return home and wait for a job assignment./18/

How successful has the communist leadership been in attaining its educational goals? The Ministry of Education stated in 1979 that the adult literacy rate in China was seventy percent. The ministry also gave the following breakdown of children attending school by percentage: 10 percent of all children in the appropriate age group were enrolled in kindergarten; 101 percent were enrolled in elementary school; 56 percent in secondary school and one percent in some form of higher education./19/ In a separate statement the ministry revealed that exactly half of the students in elementary school were female; compared to 40 percent in secondary school and 30 percent in higher education./20/

Primary Schools. As stated above, the Chinese Ministry of Education stated that in 1979 one hundred and one percent of children of elementary school age were enrolled (presumably the extra one percent consists of children outside the normal age range for the elementary years). Fox Butterfield reports 95 percent./21/ It is almost certain that one hundred percent of urban children of the appropriate age attend elementary school unless very severely handicapped./22/ In 1978, 146 million students were reported enrolled in China's elementary schools./23/ However, Butterfield continues, reporting that only sixty percent of these elementary students finish five complete years of education and "only 30 percent can be said to have reached the five-year primary standard./24/ (According to nationally set standards, elementary students are expected to learn 1500 Chinese characters in their first two years of school and over 3500 by the time they complete the elementary school process; 2000 characters is considered sufficient to read a daily newspaper./25/)

In line with the views of the communist leadership on environmental determinism, Chinese educators reject, at least officially, the concept of innate differences in intelligence or

potential for learning. They feel that if a child is slow in learning or is poorly behaved, it is because of bad political influences on him. The basic educational philosophy is that proper pressures can be brought to bear that will change the negatively influenced child into a committed member of Socialist society./26/ At both the elementary and the secondary school levels, strict conformance with socially accepted patterns is stressed. Specific role models are continually presented in the forms of stories, wall posters, songs and dances, and the relating of accounts by adults; there is a "systematic deliniation" of what constitutes a problem and what is the proper solution. The roles are confirmed both in the classroom and at home. The result is high levels of both social competence and social conformity./27/

There is a nationally established curricula and two nationally developed progress examinations (locally administered) which are given each year. At the elementary level, local administrators have no authority to change either the national curricula or the national examinations./28/

Perhaps surprisingly, given the Socialist basis of the country, and the early history of the Chinese Communist Party where the education of peasants in liberated areas was stressed, elementary education in China is not free. Tuition is charged but is very inexpensive, averaging six Yuan per school year (\$2.24US at December 1984 exchange rates)./29/ Additionally, a "management fee" of three to five Yuan per semester (depending on grade) is charged which covers textbooks and exercise books for the students./30/ Even at this extremely low tuition rate, large numbers of tuition waivers are granted on the grounds of financial need./31/

Elementary schools serve areas made up of "street committees." For example, the Suzhou City Center Elementary School serves the children drawn from three street committees - a total of 787 children./32/

Middle Schools. Admission to secondary education in the post-Mao era is on the basis of an entrance examination./33/ Approximately fifty six percent of the appropriate age group enter secondary education./34/ The curricula is very much oriented toward developing technical skills, slighting liberal and fine arts; this, according to some Western observers, stifles creativity./35/ However, the learning of "useful" foreign languages, especially English at the current time, is stressed in the national middle school curricula./36/

The Ministry of Education promulgates a national curricula and national standards for examinations. Local administrators have the authority to make changes in the national curricula in conformance with "local needs." At the current time, national educational policy is changing, granting even more decision-making authority to local school administrators./37/ The Ministry of Education is still responsible for the fiscal support of the nation's schools, distributing money through local education bureaus. The local education bureaus also obtain needed teachers for the schools under its jurisdiction, coordinating directly with provincial normal universities for graduating

teachers./38/

The Chinese middle school is broken into two phases: a three year "lower middle" (chu zhong) and a three year "higher middle" (gao zhong). The national average for passage from one phase to another is not known. However, the middle school at Yangshuo, Guangxi Zhuang Autonomous Region only passed about thirty percent of its students from its lower middle school to its upper./39/ This is a "key point" school, and its standards are undoubtedly higher than a normal middle school.

As in the elementary schools, a small tuition is charged students for attendance at a middle school, 4.5 Yuan per semester. Waivers are not granted; however, "scholarships" are given most of the students which are sufficient to cover their tuition. In the case of schools where some or all of the pupils live at the school (such as the Yangshuo Middle School where 500 out of 1200 students lived in school dormitories), no dormitory fee is charged, but the students pay 12 Yuan a month for eating in the school cafeteria. The students must buy their own textbooks, but the cost is minimal./40/

Universities. Admission to Chinese universities is by nationally administered examination. In 1980, over three million middle school graduates took the entrance examination; 285,000 were accepted./41/ At the nation's 901 institutions of higher learning, entrance examinations are taken in specific fields, science, mathematics, foreign language, etc., chosen by the student; the subject area of the examination will become the academic specialization of the student should he be successful in gaining admittance to a university./42/ In spite of ongoing reforms designed to reduce the importance of politics in secular areas and to eliminate nepotism, the Ministry of Education stated that political attitude on the part of the potential university student is still considered along with the scores on the entrance examination. Along the same vein, thirty nine percent of the 1979 entering class of Beijing University, the nation's most prestigious, were the children of either cadre or soldiers - influential groups which together constitute a very small percentage of the population./43/

The universities are tuition-free. Additionally, textbooks are supplied free of charge./44/ Students pay a combined dormitory and boarding fee of 17 Yuan a month./45/ Medical care for students is covered by a national insurance program and provides cost-free medical coverage for the student population.

If the Guangxi Normal University is representative, admittance to a university virtually guarantees graduation. Administrators at this university stated that ninety to ninety nine percent of their entering classes graduate./46/

According to Chinese Ministry of Education statistics, in 1980 28 percent of China's university students were female./47/ Guangxi Normal University in 1984 did not quite meet this average; 23 percent of its student body was female./48/

Graduate education was reestablished only in 1978; today the number of graduate students remains small. Graduate students are affiliated with China's universities in one of three ways: a student may be admitted to a specific university department as a

graduate student; he may be admitted to the Graduate Academy of the Chinese Academy of Sciences for a three year program consisting of one year of basic coursework and two years of research within the academy; or he may be admitted to the Graduate Academy of the Chinese Academy of Social Sciences for a three year program similar in design to that of the Academy of Sciences. Students are admitted to graduate education on the basis of a battery of five tests directly administered by the Ministry of Education. In addition to testing general academic knowledge, foreign languages and the student's specific field of concentration, a student's political knowledge is also tested./49/ The first post-Cultural Revolution post-graduate degrees were conferred in 1981. The degrees depend upon successful completion of a thesis/dissertation and the passing of written and oral examinations./50/

Thousands of Chinese students, particularly graduate students, are presently studying overseas on government grants or on work unit or host country sponsorship. The Chinese State Council in January 1985 passed new regulations making it possible for Chinese students to study abroad using private funds so some increase in the number of Chinese studying overseas can be expected./51/

"Key point" System. As mentioned above the Chinese Ministry of Education, sanctioned by reforms of the present regime, has designated certain schools, at all levels from elementary to university, as "key point" institutions. By 1980, over 7000 elementary and 5200 middle school had been so designated with a combined enrollment of over ten million students. 96 universities had been designated national "key point." All of the national "key point" universities are directly administered by the Ministry of Education in Beijing./52/ "Key point" schools administered by lower level administrative units, such as provinces, autonomous regions, municipalities, and individual work units, have been established, responding to Deng Xiaoping's call in 1977, "besides the key institutions of higher learning of the Ministry of Education, each province, municipality, autonomous region, and even certain individual units should have them."/53/

The purpose of the "key point" system of education is to produce high quality specialists in technical fields considered essential for China's modernization in the shortest possible amount of time. Students in "key point" elementary and middle school are "tracked" into college preparatory subjects concentrating on science, mathematics and foreign languages./54/ Similarly, the 96 national "key point" universities strongly emphasize the training of scientists and engineers./55/

While national "key point" universities are directly administered by Beijing, "key point" elementary and middle schools may be run by county or city education bureaus or may be administered jointly by education bureaus and individual enterprises or work units. Beijing itself has three types of "key point" elementary and middle schools: those administered by district education offices and open by examination to all students within the district; municipal schools run by the Beijing Education Bureau and open by examination to all students

living in Beijing; and, national "key point" schools administered jointly by the Beijing Education Bureau and universities in the Beijing area and open by examination to all students living in Beijing./56/

Many of the nation's best "key point" schools were established by, and are still administered by, individual enterprises or work units. The schools administered by very profitable enterprises tend to have more funding available than normal schools. Generally speaking, enterprise administered elementary "key point" schools are open only to the children of the workers and staff of that particular enterprise. Enterprise-run middle schools, however, are often open to any student by examination. Many of these enterprise-administered "key point" schools, particularly those run by universities, are among the best in the nation./57/

The "key point" system is not without opponents, however. Debate continues over the system with critics saying that the "key point" system, particularly at the elementary level, is inappropriate to New China's egalitarian traditions and is creating an educated elite within China's supposedly classless society./58/ Opponents also claim that the "key point" schools drain resources from ordinary schools, favoring bright children at the expense of the more normal majority./59/

Current problems. Given the tremendous population of China and the extremely backward situation of the country in terms of popularized education at the time of the establishment of the PRC, the accomplishment of universal, or practically universal, primary education is an enormous achievement. However, the education system still faces huge problems, even in the more advanced urban areas.

Chinese teaching methodology is decades behind that of the United States. The lecture remains the primary means of instruction at all levels of education. Visual aids, other than the blackboard, are unknown. Practical experimentation by individual students at levels below the university is virtually unknown; even courses such as chemistry, normally taught in a laboratory in the United States, is purely a classroom subject in most Chinese middle schools with even the instructor teaching without the apparatus to demonstrate. In non-urban areas, many "one room" schools still exist with one teacher teaching grades one through eight./60/

One obvious reason for instructors relying on pure lecture methods is class size. At all levels of education the average size of classes tends to be fifty students, twice that of public schools in the United States.

The educational system remains vulnerable to swings in the political climate of the country. Another swing to the political left would probably eliminate many of the advances (in Western eyes) made in the past seven or eight years; the degree of change would, of course, depend upon the degree of swing. As a result of awareness of this political reality, there is a feeling of tenativeness (as opposed to any direct expression) in conversations with Chinese educators about the current system. They, like all of the citizens of China, are waiting to see what

effect the passing of Deng Xiaoping will have on the situation within the country.

The net result of the deficiencies of the system is that students have information "poured in" but have no opportunity to develop their own hypotheses or to test the validity of what they are told. Western observers have pointed out that the system stifles creativity./61/ The system thus tends to develop technicians but no innovators.

Strengths of the system. Most of the problems of the Chinese educational system, like most of the problems of the country in general, stem from the tremendous population pressure of a nation having over one billion citizens. Along the same line, the achievement of providing educational opportunities for all, or almost all, of the children of such a large nation cannot be denied. Current national regulations mandate six years of education for every child in the country; very recently, the Chinese Minister of Education, He Dongchang, announced that the period of mandatory education is to be extended to nine years./62/

Although instructors are burdened by a large average number of students per class, the Chinese child is not deprived of individual attention if needed, either for educational or behavioral problems. Chinese parents are kept informed of any problems being encountered in the classroom through a series of parent-teacher conferences, visits to the student's home by the teacher, and informal meetings before or after class./63/ The same meetings keep the parents informed of what is being taught in the classroom; they are then expected to reinforce the lessons at home.

Conclusion. The government of The People's Republic of China has apparently met its goal of universal or near universal education, and is now concentrating on problems of quality of education. The seventy percent literacy rate reported by the Ministry of Education marks a significant improvement over the predominance of illiteracy that prevailed prior to 1949. It is possible that the literacy rate would be closer to the goal of one hundred percent had it not been for the disruptions of the Cultural Revolution; however, since this period was a political phenomenon of the system itself, it should not be used as an excuse for not achieving the goal of a fully literate nation. The education system, no matter whether regarded as a molding process designed to produce a new "Socialist Man" or as a vehicle for the achievement of national modernization, has shortcomings, many of which are related to an overly large national population and a resultant lack of resources dedicated to the educational field. However, the Chinese seem to be using the system that they have fairly effectively; administrative reforms are being implemented to make the existing system even more effective. The observations on the Chinese educational system stifling creativity have to be countered with the argument that it is turning out reasonably educated, well socialized citizens, and with the question "how important is creativity to a developing nation which as yet does not have a sufficient number of technicians to implement its modernization plans?" The main question

of this paper is does the current regime provide opportunity for education to its citizens, particularly its children. Given the impressive spread of educational facilities throughout China's urban areas (and, although outside the scope of this paper, China's rural areas), the destruction of prior-existing class and wealth barriers to education, and the maintenance of low-cost tuition and fees supplemented by a system of scholarships and tuition assistance programs, the answer has to be that the government of China has fully achieved its goal.

ENDNOTES: China's Education System

1. William Kessen, ed., Childhood in China (New Haven: Yale University Press, 1975), p. 1.
2. Ruth Sidel, Victor W. Sidel and Mark Sidel, The Health of China: Current Conflicts in Medical and Human Services for One Billion People (Boston: Beacon Press, 1982), p. 150.
3. Ibid., p. 151.
4. Steven W. Mosher, Broken Earth: The Rural Chinese (New York: The Free Press, 1983), p. 124.
5. Sidel, The Health of China, pp.151-52.
6. Ibid., p. 152.
7. Ibid.
8. Peking Review, No.32, (August 5, 1966), p. 7.
9. Sidel, The Health of China, p. 153.
10. Ibid., p. 8 and 153-54.
11. Ibid., p.154.
12. Deng Xiaoping. "Zunzhong Zhishi, Zhuzhong Rencai," Deng Xiaoping Wenxuan (1975 - 1982) (Hong Kong: Joint Publications Co., 1983), p. 37.
13. Deng Xiaoping. "Zai Quanguo Jiaoyu Gongzuo Huiyishangde Yihua," Deng Xiaoping Wenxuan (1975 - 1982), p. 102.
14. Sidel, The Health of China, pp. 154-55.
15. Kessen, ed., p. 9.
16. Mosher, pp. 124-25 and Sidel, p. 156.
17. Sidel, The Health of China, p. 156-57.
18. Ibid., 163.
19. Martin K. Whyte and William L. Parish, Urban Life in Contemporary China (Chicago: The University of Chicago Press, 1984), p. 60.
20. Fox Butterfield, Alive in the Bitter Sea (London: Hodder and Stoughton, Ltd., 1982), p. 276.

21. Ibid.
22. Sidel, The Health of China, p. 158.
23. Mosher, p. 123.
24. Butterfield, p. 276.
25. Mosher, p. 125.
26. Kessel, ed., p. 7.
27. Ibid., p. 41.
28. Interview with Ms. Ji (FNU), Principal of the Suzhou City Center Elementary School, 17 December 1984.
29. Interview with Ms. Chen Ting, former resident of Beijing who immigrated to Hong Kong in 1983. Ms. Chen has a daughter still in Beijing who is attending the 3d grade of elementary school. Hong Kong. 1 September 1984. .
30. Ji interview.
31. Ruth Sidel and Victor Sidel, Health Care in China (Boston: Beacon Press, 1978), p. 59.
32. Ji interview.
33. Interview with Mr. Jiang (FNU). School administrator assigned to the Yangshuo (Keypoint) Middle School, Yangshuo, Guangxi Zhuang Autonomous Region, China. 27 November 1984.
34. Whyte and Parish, p. 60.
35. Butterfield, p. 280.
36. Jiang interview.
37. Jiang interview. It may be that the "reforms" referred to are only for key point institutions; Ms Ji, the principal of an "ordinary" elementary school, made a statement to this effect.
38. Interview with Mr. Li Weikun. School Administrator, Office of the President, Guangxi Normal University, Guilin, Guangxi Zhuang Autonomous Region, China. 29 November 1984.
39. Jiang interview.
40. Jiang interview.
41. Sidel, Health Care in China, p. 110, and Hong Kong Ming Bao, (January 12, 1985), p. 2.

42. Sidel, The Health of China, p. 167, and Hong Kong Ming Bao (January 12, 1985), p. 2.

43. Butterfield, pp. 279 and 282. There is wide disparity in schools concerning the number of students who go on to higher education. The principal of the Shaoshan Middle School in Shaoshan, a small peasant village in Hunan Province (and the boyhood home of Mao Zedong) in an interview in June 1984 stated that none of his 1983 graduating class had entered an institution of higher learning; all had returned to their respective communes. Mr. Jiang, at the Yangshuo Keypoint Middle School, stated that about 10 percent of its graduating students continue their education. This may indicate discrimination against or inadequate preparation of peasant children. Indeed, in a briefing delivered in October 1983, an administrator of Guangzhou's Zhongshan University admitted that there were no students of peasant background enrolled in that university at that time. However, Mr. Li of the Guangxi Normal University stated that fully 80 percent of that institution's students came from peasant families. It may be that, through one means or another, peasant children are kept from the better universities.

44. Sidel, The Health of China, pp. 170-71.

45. Li interview.

46. Li interview.

47. Whyte and Parish, p. 60.

48. Li interview.

49. Sidel, The Health of China, p. 171-72.

50. Ibid., p. 173.

51. Renmin Ribao, (Beijing) (January 1, 1985), p. 1.

52. Sidel, The Health of China, pp. 156-58.

53. Deng Xiaoping, "Guanyu Kexue he Jiaoyu Gongzuod Jidian Yijian," Deng Xiaoping Wenxuan, p. 51.

54. Whyte and Parish, p. 271.

55. Sidel, The Health of China, p. 165.

56. Ibid., pp. 157-58.

57. Ibid., p. 157.

58. Ibid.

59. Sidel, The Health of China, p. 158 and Mosher, pp. 127-28. In an interview, Mr. Chen Dengxiang, an English

teacher at the Yangshuo ("Keypoint") Middle School, Yangshuo, Guangxi Zhuang Autonomous Region, on 27 November 1984, said that the Yangshuo "Keypoint" Middle School received no additional funds or equipment because of its "keypoint" status. Its only advantage over other middle schools in the area was that it received priority on the best teachers assigned from normal universities. It also had the authority to transfer teachers from other schools in the area and used this to strengthen its faculty by bringing in the best teachers available.

60. In a conversation on 28 November 1984, Mr. Huo Zhangsheng, a Public Security Cadre from the town of Chengguan in Hunan Province stated that his wife was a teacher in a "one room" school, teaching grades one through eight.

61. Butterfield, p. 280.

62. South China Morning Post (January 17, 1985), p. 5.

63. Kessel, ed., p. 32 and pp. 43-46.