

## Three-in-One Teachers Contingent

by Fu Hsin-chi

This is the last of three articles on the revolution in education in Shanghai's Tungchi University. The first and second entitled "An Example of Open-Door Education" and "Attend Universities, Manage, and Transform Them" appeared in issue Nos. 1 and 2.—Ed.

CHAIRMAN Mao says: "In the problem of transforming education it is the teachers who are the main problem." A new contingent of teachers is being built up in the process of the revolution in education. It consists of workers, peasants and soldiers, revolutionary technicians and the original teachers from the old society and those teachers who were educated under the revisionist line in education before the Great Proletarian Cultural Revolution. This new contingent of teachers plays an important role in promoting the revolution in education.

### Its Formation

According to the Party's policy that "education must serve proletarian politics and be combined with productive labour," the first group of worker-peasant-soldier students were enrolled in 1969. Lessons were given at the work-sites and teaching was integrated with the designing of the projects and actual construction. I began taking part in teaching activities at a work-site for the first time.



The author, an associate professor at Tungchi University, teaching a soldier-student designing.

A 1947 graduate of the civil engineering faculty of Tungchi University, I have taught architecture here more than 20 years. However, after I got to the work-site, a whole series of problems confronted me in combining theory with practice in teaching, exposing "One of the greatest evils and misfortunes left to us by the old, capitalist society is the complete rift between books and practical life." (Lenin: *The Tasks of the Youth Leagues*.)

In the past, I always had taught inside a classroom. Once the bell rang and class was over I took my things and left. At the work-site, I continued with my old habits. I lectured several times on the construction of eaves for sloping roofs. Each time I covered the blackboard with drawings and thought I was being very conscientious. However, the students were dissatisfied. They said: "You're just drawing on the blackboard but the work-site is just outside the door. Why not go out and have a look?" I felt the students had a point there but I was not at home in the building site and was afraid of making a blunder and a fool of myself.

A member of the workers' Mao Tsetung Thought propaganda team taking part in teaching said to me: "You need not be afraid. It may be strange to you at first but it will be familiar the second time. This time I will set you an example." He took the students along to work at putting up the sloping roof, nailing the battens and putting the tiles on. He taught roof construction as they worked. The students were very satisfied with this way of teaching. They said: "We can see it, feel it and remember it." Facts taught me a big lesson. It demonstrated that those who have received an old education, "all things considered, have to learn much more from the workers than they have to learn from them." (Engels: "Reply to the Editorial Board of *Sachsenische Arbeiter-Zeitung*.)

Making a class analysis of the original body of teachers, the university Party committee saw that we teachers either were from the old society or trained before the Great Proletarian Cultural Revolution when the revisionist line held sway in the old schools and colleges. The majority of us were willing to serve socialism and integrate with the workers and peasants, but we had been quite deeply influenced by the bourgeoisie, theory was divorced from reality, our world outlook was fundamentally bourgeois and our ideological remoulding required time. In order to carry the proletarian revolution in education through to the end,

it was necessary to infuse new blood into the original body of teachers.

Chairman Mao has said: "To accomplish the proletarian revolution in education, it is essential to have working class leadership; the masses of workers must take part in this revolution." In accordance with this directive, the university Party committee invited workers from production units to teach at the university and at the same time asked comrades from a designing institute to teach designing. Worker-teachers have a rich store of practical experience, the original teachers have more book knowledge and the designers are experienced in their special work. Each had what the other lacked and they formed a new force with more than 280 original teachers, 14 worker-teachers and 10 designers of engineering projects; in addition, there are more than 100 part-time worker-teachers who have at one time or another taught in our "May 7" Commune ("May 7" Commune is an experimental centre set up in Tungchi University during the Great Cultural Revolution to gather experience for educational revolution).

### Backbone Force

The worker-teachers are representatives of the working class in the teachers' ranks. The Chinese working class which was oppressed by imperialist, capitalist and feudal forces hates the old system intensely and is the most resolute and thoroughgoing in revolution. Culture and education in old China were monopolized by the landlord and capitalist classes, whereas the working class was made to suffer for this. Hence the workers know best how to manage the schools and colleges and how to bring up successors of their own class. The present number of worker-teachers is small, but in leading and taking part in the educational revolution, they can ensure its proletarian orientation, and they are the backbone force in the three-in-one contingent of teachers.

In my contacts over the past few years with worker-teachers, I have profoundly felt that their consciousness in class struggle and the two-line struggle is high. In teaching, they firmly implement Chairman Mao's instruction on the proletariat running education, support newborn things, and continually criticize and resist bourgeois and revisionist trends.

In order to effect a change to theory being divorced from reality, we link what we teach with typical projects. (We select a project with the teachers and students responsible for its designing and construction and teaching is conducted in connection with the building of this project.) Once, teaching in one of the classes was to be linked with designing a single-story factory building. The teacher in charge of the class was afraid to take on the responsibility for the project, thinking that it was too hazardous. The designer taking part



Worker-teacher (right) coaching students.

in the designing did not have much faith in the students' ability to design the project and so he also refused to shoulder responsibility for it. Under the circumstances, daring or not daring to take responsibility became an outstanding issue of whether to persevere or not persevere in integrating teaching with a typical project. One worker-teacher stepped forward and said: "Newborn things must be supported. One should not be afraid of difficulties. I will take the responsibility for it." He led the teachers and students to victoriously complete the task.

Prior to the Great Proletarian Cultural Revolution some of our teachers indoctrinated students with the idealist outlook that in studying architecture "one must have the eyes of an artist, a writer's inspiration, a poet's emotions and the head of a philosopher so as to become a master architect after graduation." They also inculcated in the students such bourgeois ideas as "making good by one's own efforts" and "becoming famous."

The worker-teachers put primary emphasis on remoulding the students' thinking. They always teach the students not to become divorced from proletarian politics while studying their professional work, and not to become divorced from practice while studying theory. They teach the students at work-sites to learn from the fine qualities of the working class and continually establish a proletarian world outlook while taking part in physical labour.

In teaching, some of our teachers consciously or unconsciously influence our students with bourgeois ideas which were flashy and without substance. The worker-teachers, on the other hand, always patiently teach the students that in designing, as in other work, the Party's principle of diligence and thrift should be observed. A girl student who had been influenced by the old ideology in education one-sidedly strove for elegance in designing. To maintain regular spacing between the drain

'pipes on a vertical surface; she made one bend round because it led right down to the roof of a tool room. After seeing this, a worker-teacher told her: "Shift this pipe a little and it will be straight. That'll save material and work. Why bother with your fancy effects!" This made the student realize her mistake.

The Party committee pays special attention to bringing up worker-teachers. They are sent on rotation to short-term classes to study the works of Marx, Engels, Lenin and Stalin and Chairman Mao's works, and arrangements are made for them to frequently return to their work teams to take part in physical labour so as to keep up their fine working-class qualities and their practical experience. At the same time, in accordance with Chairman Mao's teaching that people with experience in work should study theory and should read conscientiously so that they can synthesize their experiences, arrange them in order and elevate them to the level of theory, the Party committee organizes short-term classes of from six to nine months in which the worker-teachers study the theory of certain specialities and take part in designing typical projects. In this way they will not only have rich practical experience but also mastery of theory. They can thus independently complete the task of designing building projects and teach the students to do the work as well.

Worker-teacher Huang Chin-sheng is a carpenter who has worked in the building trade for 33 years. He has rich practical experience and, with the help of the teachers, his theoretical level has made notable advances. His lessons are an integration of practice and theory and the students are very satisfied. He has taken part in editing and writing teaching material and has written about 90,000 words in *Fundamentals of Building Houses*, making up a quarter of this published textbook. He has also drawn 57 illustrations for it.

### New Contributions by Old Teachers

Remoulding our thinking and integrating with the workers and peasants, we old teachers are playing a new role in teaching.

Lenin put it well: "Educated people yield to the policy and influence of the bourgeoisie because they acquired all their education in a bourgeois environment and from that environment." (*The Achievements and Difficulties of the Soviet Government*) Because of the influence of the old education in the past, I frequently used the "knowledge" I had acquired to win personal fame and gain. I worked before liberation for a private building firm, actually I was selling my "knowledge" in the service of a capitalist. After liberation, when the revisionist line in education held the dominant position, this "private ownership of knowledge" concept of mine was not thoroughly changed. In 1961, the university leadership asked me to take charge of editing a book of nearly a million words called *Housing Construction*. All I did was to arrange and put in order what others had written. But they put my name in

print as "chief editor" and paid me for it. That really was a case of fame and gain. I thought it was the result of possessing knowledge and felt very pleased with myself. The Cultural Revolution swept away old ideas and also washed away my "private ownership of knowledge" concept.

Once, I undertook editing and writing some teaching material. I sought the help of a worker-teacher with practical experience and asked him about marking out the actual positions at the site in accordance with a blueprint. This worker gave me the full benefit of his practical experience, which was indeed a big help. He did not think his skill was private property and he told me all he knew without demanding any credit. This lofty and selfless quality deserved my emulation. Later, I went to a construction site in the hills of east China to take part in the practice of revolution in education and in construction work. Because of transport difficulties, there was a shortage of bricks at one stage and work was held up. The workers were worried and so was I. I proposed using locally available materials, suggesting the use of pebbles in building. This was approved by the leadership and the workers. We worked on this experiment of using pebbles without sand and got good results. In this way we solved the problem of building the walls for tens of thousands of square metres of floorspace and completed our building task.

We old teachers formerly "instructed students without bothering about their ideology." Besides diligently remoulding our world outlook, we now pay attention to imparting political-ideological education to the students, putting politics in command of professional work. We take the students on visits to workers' residential quarters, to see the old shanties workers lived in before liberation and the new houses the People's Government has built for them since liberation and listen to old workers denounce the old society for the misery and suffering it imposed on them. The students thus make an investigation of residential buildings and also get a lesson in class education. Thus when they are designing buildings, they will not regard it merely as technical work but will do it with class feelings and wholeheartedly serve the people. At the same time we use ourselves as examples of victims of the revisionist line to educate the students. Before the Cultural Revolution, when the revisionist line dominated education, I designed a residential building. I strove for so-called "high quality," and this boosted costs and was contrary to the principle of doing things thrifitly. I took my students along to the building I had designed and spoke of the lesson I had learnt and criticized the revisionist line. The students were given a memorable lesson on line in education.

There are over 30 other old teachers like myself in the original body of more than 280 teachers. To varying degrees, most have made progress under the teaching of the Party through taking part in the Great

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Proletarian Cultural Revolution, criticizing the revisionist line and going to building sites and villages to be re-educated by workers and peasants.

Take the case of Hu Jui-hua, a lecturer. Arriving at a work team's quarters, he found the workers in the midst of a high-tide of grasping revolution and promoting production in mechanizing construction work. Changing his old habit as an intellectual who "moved only his lips but not his hands," he went deep among the shifts and teams and, together with the workers,

introduced ten technical innovations in a little over half a year and raised productivity, improved transportation conditions, lowered the labour intensity and saved a large quantity of raw materials. He raised the practical experience he had gained in working together with the workers on technical innovations to a theoretical level and incorporated them into teaching material. Thus his lecture has been very well received by the students. He said with emotion: "I've taught for several decades, but only now have I taken the correct path. I will persist along the line of revolution in education pointed out by Chairman Mao the rest of my life." This also is how we old teachers feel and are determined to do.