

MORE VIETNAMESE LANGUAGE, MORE IDEOLOGY URGED IN CHINESE SCHOOLS

[Article*: "Chinese Schools Cited for Three Years of Outstanding Achievements in Implementing Educational Reform"; Hanoi, Bao Tan Viet Hoa, Chinese, 24 July 1973, pp 1, 4]

On 12-13 July, the Haiphong Municipal Bureau of Education held a conference to summarize the development of educational reform since 1970 in the city's Chinese schools, and to present the future direction of the struggle.

Bureau Chief Hoang Xa of the Haiphong Municipal Bureau of Education, Assistant Bureau Chief Nguyen Van Tinh, responsible persons of the Bureau of Education, and all the teachers of the Chinese schools attended the conference.

Vice Minister of Education Le Chuong, Party Central Committee United Front Department member Le Doan, Haiphong Municipal Party Committee member and Municipal Executive Committee Secretary-General Vo Hoang Mai, representatives of the Vietnam Ministry of Education Bureau of Publications, and representatives of the Haiphong Municipal Fatherland Front were invited to the conference.

Vietnam Overseas Chinese General Federation Chairman Chuang Yung [8369 1661], Overseas Chinese General Federation Vice Chairman and Haiphong Overseas Chinese Federation Chairman Ch'en Kuang-t'ing [7115 0342 6910], representatives of Bao Tan Viet Hoa, and representatives of the Hanoi Overseas Chinese Federation were invited to the conference.

Also invited to attend the conference were: Hanoi Municipal Party Committee United Front Department Chairman Nguyen Duc Vong, representatives of the Hanoi Municipal Hoan Kiem Ward and Ba Dinh Ward Fatherland Fronts, and representatives of the Hanoi Bureau of Education, Hanoi Trung Hao Middle School, Tan Hoa Primary School, and Trung Hoa Primary School.

* Retranslation of same article appearing in JPRS 60206, Translations on North Vietnam, No 1457, pp 10-15.

Representatives of the Lang Son Province Fatherland Front and Bureau of Education were also invited to attend the conference.

Also invited to attend the conference were representatives of the ward executive committees and of the general course schools of Haiphong.

Bureau Chief Hoang Xa of the Haiphong Bureau of Education gave a report to the conference. He said that the overseas Chinese of Haiphong were fairly large in number. The whole city had set up complete first, second, and third level general course schools and kindergartens for educating the overseas Chinese children. Therefore, showing concern and providing guidance for constantly strengthening education in the Chinese schools, was an important task of the Bureau of Education.

He said that since the liberation of North Vietnam, although the educational problem of schools for the Chinese children had shown gradual improvement in content and training methods, from an over-all view as of 1970, the Chinese schools still had many problems in teaching. They especially had many basic problems in training goals, teaching content, and regulations, and they could not meet the requirements of the Party's guidelines, policies, or educational goals for the overseas Chinese, thereby placing obstacles in the way of training the new generation. In order to solve these problems promptly, the Haiphong Bureau of Education, under the leadership of the Haiphong Municipal Party Committee and Municipal Executive Committee and under the guidance of the Ministry of Education, followed the Party's educational guidelines and actual conditions, and carried out reforms in teaching for the Chinese schools in accordance with the following directions and tasks:

1. Reaffirmed that the Chinese schools are an integral part of the Vietnam socialist educational system, that they are schools conducted for the overseas Chinese children under the leadership of the Vietnam Lao Dong Party and government, that they carry out the Party's educational guidelines and the Ministry of Education's unified teaching regulations, and that their purpose is to educate the new generation of overseas Chinese in accordance with the Party's guidelines and policies on the overseas Chinese.
2. Reaffirmed that Vietnamese is the main written and spoken language of instruction in the Chinese schools; revised the teaching materials for Chinese; reaffirmed that Chinese is the national spoken and written language, that it should be given importance and taught well, and that the requirements for Chinese should be assured at each level.
3. Took the first steps in reforming the educational system, creating the conditions for gradually putting into effect a 4-year school system the same as first level general course schools throughout the country.
4. Gradually put into effect the organizational form of different classes in the same school so that Chinese and Vietnamese classmates could study together.

He said that since putting educational reform into effect in the last 3 years, the Chinese schools in Haiphong have shown an obvious change in ideology, organization, content, regulations, and teaching methods. Among the most basic changes has been to reaffirm that the position of the schools is to put into effect the Ministry of Education's unified teaching regulations with the purpose of educating and molding the overseas Chinese children in accordance with the Party's training goals to prepare manpower for Vietnam's socialist revolution and the cause of socialist construction. The students have been educated and tempered in the schools, have further recognized the correctness of the Party's guidelines and policies towards the overseas Chinese, have understood the reality of Vietnam society better than in the past, have cherished the glorious tradition of unyielding tenacity of the Vietnamese nation and the revolutionary tradition of unity in battle of the Chinese and Vietnamese peoples, and have been further reared in the ideology of joining the battle for Vietnam and being the collective masters of their own home. Having adopted Vietnamese as the language of instruction, the students' knowledge learned in school has been gained comparatively easily, and their levels of knowledge and of the Vietnamese language have risen fairly fast. Therefore, after graduating, whether they go on to college or go to work in production, they get along well in their work. At the same time, their quality of study has also risen. In the all-city examinations, the student team from the Hoa Hieu Primary School, selected to participate in the 1972-1973 all-city arithmetic examination, won the championship prize. Some of the students represented the whole city in the honor student language examination for all North Vietnam. In the senior middle student graduation examination at Doan Ket Middle School, 92 percent passed in the 1970-1971 school year and 89 percent passed in the 1972-1973 school year. For 2 years in a row, the school took second place among all of the 15 third-level schools in the whole city. Over 90 percent of the junior middle students of the school also graduated, and the school earned the title of all-city honor school. Since the Chinese language was given high priority, upon completing the Chinese language course, the junior middle school students could write a simple letter, read popular literature, and express their own thoughts and feelings in brief compositions. At the same time, the shortening of primary school from 6 years to 5 years brought many good points for the students to go on to further schooling and also created the conditions for putting into effect the unified school regulations in the Chinese schools.

Vice Minister of Education Le Chuong gave a speech at the conference. On behalf of the Ministry of Education, he expressed welcome to the Haiphong Municipal Bureau of Education and to the teachers of the Chinese schools in Haiphong for the achievements attained in educating the overseas Chinese children, and for the initial victories attained in educational reform. He said that this conference was being conducted very well. How to rear and mold the Chinese children in accordance with the Party's goals on education was an important problem. At this conference you have presented valuable experience for solving this problem.

He said that the overseas Chinese children were born and grew up in Vietnam and would work together the same as their parents and elders with their Vietnamese brothers and sisters in state organs, plants, mines, and villages. They are masters in this country and are a cell of Vietnamese society. Their future is closely connected to this land of their life and work. They will become good workers, good members of cooperatives, good fighters, good cadres loyal to the Party, and capable intellectuals. Thus, we must create the conditions for their work and progress. Each of the nationalities living in the same country must be proficient in that country's common written and spoken language. A primary school student cannot study two different languages equally well at the same time. It puts too much of a burden on him and he will not study well. The shortening of primary school was good. We must still study how to enable our youngsters to gain their knowledge from the scope of their study the most scientifically and comprehensively. Chinese is the national written and spoken language in the Chinese schools and must be given high priority and taught well, but the relationship between the Vietnamese and Chinese must be treated dialectically. Do not overemphasize the special characteristics and influence the general progress. The more we care for our own children, the more we should actively open the road to their progress. Teach them to be proficient in Vietnamese so that they will have the same conditions as the children of the other nationalities and will stride forward equally in the fields of culture and science.

Chairman Chuang Yung of the Overseas Chinese General Federation also gave a speech at the conference. He gave a very high evaluation of the progress of educational reform in the Chinese schools. He said that this conference has been called in victory, has reflected the beautiful initial results of educational reform in the Chinese schools, and under the leadership and concern of the Party, will bear even richer fruit.

He said that educational reform in Chinese schools is not being carried out in accordance with human subjective consciousness but is following the requirements of objective reality and is being carried out in accordance with the necessary laws of social development. He said that the position of the overseas Chinese in North Vietnam today has already undergone a radical change and that they have become masters in Vietnam. After the victory of socialist reconstruction was completed towards private industry and commerce in North Vietnam, the economic fence which had existed around the overseas Chinese in the past in Vietnamese society has been torn down, socialist productive relationships have been established and constantly perfected, and with the changes at the lower levels and foundations, and having broken out of their circle of the "small society of overseas Chinese," they have thrown themselves into the socialist family of Vietnam, and are producing and fighting together with all the other nationalities. Since the lower levels and foundation had changed, the overseas Chinese schools of the superstructure should also have changed. That is an objective trend of social development which will not be diverted by anyone's subjectivity. If one would hinder the development of this trend, it not only would not do, but would harm the interests of the masses, and would violate the aspirations of the masses.

He said that educational reform in the Chinese schools issues from the requirements of the broad masses of the people and the needs of building socialism, and is of present and long term genuine interests. The educational workers must tightly grasp the Party line and position, coordinate with the concrete conditions, and work carefully but boldly. This is a revolution and should have courage and a rich creative spirit. He enthusiastically commended the Chinese of the Chinese schools of Haiphong and the teachers of the capital for their diligence in carrying out educational reform. He said in the stormy struggle of breaking down the old and setting up the new, will not only be tested, but will be tempered and constantly grow in the struggle. The Chinese educational reform has been embraced by the broad masses and is the cause of the achievements attained by the Chinese schools. It also reflects the progress of the broad masses of overseas Chinese. He finally hoped that the teachers would carry on the results attained, and would continue their diligence so that the reform in the Chinese schools would attain even greater achievements.

Committee member Le Doan of the Party Central United Front Department also gave a speech. After thoroughly analyzing the important significance of the educational reform in Chinese schools, he pointed out that in carrying out educational reform, the ranks of the cadres have a decisive role. He urged the teachers to study the Party's line, position, and policies even more diligently, to penetrate deeply into the realities of society, and to carry out ideological remolding diligently. Only when teachers are red through and through can they enthusiastically and effectively impart knowledge and love of the Party to the students, and thus be good cadres and good fighters for the Party without being shy, and complete their even more demanding and more glorious new task.

Member of the Haiphong Municipal Committee of the Vietnam Lao Dong Party and Secretary General of the Municipal Executive Committee, Vo Hoang Mai, also gave a speech at the conference. She expressed enthusiastic approval on behalf of the Municipal Party Committee and Municipal Executive Committee for the achievements attained in educational reform in the Chinese schools. She urged the Chinese and Vietnamese teachers who are responsible for teaching in the Chinese schools to intensify their study, constantly raise their socialist consciousness, tightly grasp the Party's guidelines for education and for the overseas Chinese, make a decisive break from their old ideology from the bottom of their heart, raise their sense of common responsibility for the education of the overseas Chinese children, continue conscientious study on the problems still existing in educational reform, and seek even greater results.

Representatives of the Ministry of Education Bureau of Publications, and of the Hanoi and Lang Son Provinces also expressed their thoughts at the conference.

The representatives at the conference also heard additional comments from the teachers, Hsi Erh-fu [0405 1422 4395; Vietnamese version: Tien Nhi Phuc], Huang Pi-ch'an [7806 4310 1292; Vietnamese version: Hoang Bieh Thien],

Kao Chien-hsin [6753 1696 1800; Vietnamese version: Quach Kien Tam], Cheng Chung [6774 0112; Vietnamese version: Trinh Trong], Liang Yuan [2733 1999; Vietnamese version: Luong Nguyen], Juan Hung [7086 4767; Vietnamese version: Nguyen Hong], P'an Shao-hai [3382 1421 3189; Vietnamese version: Phan Thieu Hai], and Liu K'o-li [0491 0344 4409; Vietnamese version: Luu Khac Le]. They then reviewed the different aspects of educational reform, the necessity of educational reform in the Chinese schools, and the results attained after putting the reforms into effect.

This conference with its important significance to the overseas Chinese education, was concluded in an atmosphere of enthusiasm, excitement, pride, and victory.

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