

# Jin Haiguan's Rural Normal Education Thought and Its Contemporary Value

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**Abstract:** In Jin Haiguan's long-term school-running practice, he has actively explored the rural normal education which is suitable for the reality of China, from the aspects of the school-running direction, teaching methods, social services and the employment of teachers, etc., a unique set of rural normal education thought system has been constructed, which has trained a large number of talents for our country's rural social transformation. Centering on the strategic goal of rural revitalization, this paper re-examines Jin Haiguan's thoughts on rural teacher education, and further deepens the reform of teacher education in our country, it is of great enlightening significance and practical value to build a localization of rural teachers.

**Keywords:** Jin Haiguan; Thoughts on rural normal education; Rural revitalization; Rural teacher

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Jin Haiguan (1897-1971), one of Tao Xingzhi's most outstanding students, was a famous patriotic village educator in modern times of our country. At the age of 21, he was admitted to Nanjing higher normal school with good grades and majored in education. After graduation, he served in many places. In 1932, Jin Haiguan returned to Zhejiang to take over the sixth president of Xianghu Rural Normal School until 1957. During his 25 years as president of Xianghu Rural Normal School, he has trained a large number of new rural teachers who are interested in serving the countryside and have rural vitality and public spirit. At present, with the continuous promotion of rural revitalization strategy, the problems of rural teachers in our country gradually emerge, such as small-scale, poor will....., these structural, conceptual problems seriously limit the further development of rural revitalization. Therefore, it can not only fill the gap in the study of Jin Haiguan's educational thought, and it is of great practical significance for the construction of an excellent team of rural teachers.

## 1. The main content and practice of Jin Haiguan's rural normal education thought

During his 25 years as president of Xianghu Rural Normal School, Jin Haiguan has accumulated rich school-running experience in many aspects, such as school-running direction, teaching methods, social service and teacher employment....., a set of unique rural normal education ideological system is constructed.

### 1.1 Advocates that normal education should be based on and oriented to rural areas

Jin Haiguan was very supportive of the rural education movement at that time. Jin Haiguan pointed out that, "More than four-fifths of our country's population lives in the countryside, which is the foundation of our nation and the foundation of our nation. Therefore, basic education must be carried out in rural areas." At the same time, he said, "when implementing basic education, it is important to pay attention to children and people who are out of school, especially farmers, who make up the vast majority of China's population and who are mostly out of school."<sup>[1]</sup> However, the rural society in the Republic of China was already in ruins, and some poor young people living in the countryside had little access to schools. Therefore, Jin Haiguan urged intellectuals to work in the countryside, and to develop rural education as a top priority. Because this can not only "Directly open the wisdom of the people, increase culture", but also "Indirectly improve the rural economy, in order to rural prosperity."<sup>[2]</sup> He believes that with the continuous improvement of rural culture and education level, farmers are constantly awakened, the rural economy will flourish. If the rural economy booms, so will the whole country. It is out of such ideas, he actively advocated that normal schools must be based on the rural, rural-oriented, in order to improve the living standards of farmers, the development of rural economy

and services.

## **1.2 To promote the combination of education and productive labor teaching methods**

Jin Haiguan tried his best to carry out labor education and advocated the teaching method of combining education with productive labor. In his view, normal students to carry out agricultural work practice, not skills, especially the value of education. Therefore, when working, we must hold the spirit of research and experiment, and further implement the results of research and experiment in primary schools, and promote them to rural areas, and we must make sure that graduates serve the time, have the ability and interest to change rural work. Our aim is to improve the productivity of the whole society by means of education and production at the same time. We hope that students can develop the habit of working and engaging in production so that young people from rural areas can know the hard work of farmers. [3]To this end, Jin Haiguan took over as the president of Xianghu Rural Normal School, first of all, he is to add a labor skills in the enrollment prospectus of the examination subjects, in order to determine the attitude of students to labor. After school started, Jin Haiguan stipulated that students of Xianghu Rural Normal School must participate in daily labor or industrial and agricultural labor. Therefore, at that time, students of Xianghu Rural Normal School prepared a hoe for agricultural needs before school started. In the daily work, the whole school teachers and students from four o'clock every day from the start of cooperative work, time for an hour. During the period of the War of resistance against Japanese aggression, the working hours of all the teachers and students in the school increased from one hour to two hours. This combination of education and productive work not only helps students master the necessary skills for living in the countryside, but also fosters the habit of being willing to work and bear hardships and stand hard work.

## **1.3 Pay attention to the social service of normal students**

Jin Haiguan attaches great importance to the social service of rural normal schools. In his view, the reason why intellectuals can not lead the people in rural construction is that they lack contact with the farmers. Especially the rural normal school students, after graduation is to serve the rural society. Therefore, Jin Haiguan proposed that in the process of training rural normal students to strengthen their contact with farmers. He called on rural workers and normal students to better change their consciousness, to see themselves as a farmer, to really insert into the ranks of farmers to go. In order to train normal students' belief in serving the countryside and improve their ability to transform the rural society, Jin Haiguan, during his term as president of Xianghu Rural Normal School, students are required to serve for at least one semester in the attached public schools or other public service institutions; students in normal schools are required to take part in public education and are not allowed to graduate if their grades are not up to standard; to promote normal students to engage in agricultural research or social research. These initiatives not only help students to deepen their understanding of rural society, but also help students to understand rural society, it has also greatly improved their practical ability and laid a solid foundation for them to remain in rural service.

## **2. The contemporary value of Jin Haiguan's rural normal education thought**

In the long-term practice of Xianghu Rural Normal School, Jin Haiguan has formed a unique and systematic educational thought system of rural normal school. However, due to the different background of its era and system, some of its educational ideas can not be used for reference in the contemporary era, but we have to admit that, Jin Haiguan's thought of rural normal education is still of great practical significance for deepening the reform of teacher education and building an excellent rural teaching force.

### **2.1 To strengthen policy support for teacher education in rural areas**

Although the present rural society and rural education are different from the era in which Jin Haiguan lived, the problems of rural normal education and the localization of rural teachers still exist. For example, it is difficult for outstanding teachers to take root in rural areas; normal school students are unwilling to return to rural areas to teach; rural teachers' salary income and social status are limited; and there is a large difference in the quality of education between urban and rural areas, many competent parents prefer to send their children to urban schools, which in turn exacerbates the decline of rural education, and so on. Jin Haiguan was in an era of trouble and war in China, when the national government did not have the energy to take into account the development of rural normal education and the construction of rural teachers, China is now in a prosperous and strong era of peace, therefore, the country has the energy and ability to promote the reform and development of rural teacher education. To this end, when the government formulates macro-policies, it needs to vigorously support local normal colleges and guide them to devote themselves to rural normal education, thus for our country countryside raise a batch of outstanding rural teachers.

### **2.2 Pay attention to the labor education of normal students**

In the process of running a school, Jin Haiguan attached great importance to labor education, which he regarded as the basis of

moral education and hoped to improve students' actual ability through labor in order to meet the needs of society. Labor education is an important link in the construction of an all-round education system. Through labor, one can cultivate morality, improve one's intelligence and strengthen one's physique. Therefore, Normal School should first construct labor curriculum, establish a systematic labor curriculum system to help students improve their practical ability. Secondly, we should carry out diversified and enriched labor education activities to cultivate their labor spirit. At last, we should perfect the evaluation system of labor education, make the evaluation system including labor ability, labor habits, labor spirit and so on.

### **2.3 Reconstruct the curriculum system of normal students**

One of the distinctive features of Jin Haiguan's rural normal education thought is to set up a localization course of teacher training, thus bringing up a group of outstanding rural teachers who can stay in the countryside to serve. On the contrary, our country's normal schools do not specifically set up for rural schools of the curriculum, most of the curriculum is oriented to the city. This has led to a lot of normal students do not adapt to rural life, and eventually choose to flee the countryside. Therefore, the training of rural teachers must take into account what kind of Normal School need, which means that our country can no longer take a unified model of teacher training as before, we must set up localized teacher-training courses in accordance with local conditions. For example, courses on local culture and education can be added to the training objectives of normal students in order to help rural teachers accumulate the necessary local knowledge and lay a foundation for future education and teaching.

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