

The Rise of Basic Education in Chongqing during the Anti-Japanese War

Lulu Yang

Sichuan University of Science & Engineering, Zigong 643000, China

Abstract

The basic education of our country before the war of resistance has had a great development, and the education mode has already been formed. After the outbreak of the Anti-Japanese War, the whole education career, including the basic education, has been damaged heavily. In life and death of the Chinese nation and national crisis unprecedented severe case, the national government strongly advocated the development of basic education to cultivate talents of the war of resistance against Japan, plus with the capital position of chongqing, which not only made the basic education of chongqing obtained a great development, but also improved the development of the whole rear area's education, contributing to the war of resistance great power. This article mainly analyzes its wartime education policies, development situation, education administration and teachings when Chongqing is the capital, then draws the characteristics of wartime basic education of chongqing and historical position.

Keywords

modern times; Chongqing; Basic Education ; development trend; problem.

1. The Trend of World Education Development

At the same time that domestic education was destroyed by the war, the world education also underwent profound changes. The modern educational system gradually took shape. The major capitalist countries reformed their educational systems in accordance with the needs of the development of the economy and politics of the imperialists. Western European countries and the United States have carried out a large number of educational experiments, set off a huge educational innovation movement, the concept of education has been changed, the education system has been improved and developed. Among them, the more typical ones are Germany and Japan. After the 1930s, due to the vicious expansion of national chauvinism in these two countries, the establishment of fascist regime resulted in education becoming the tool of fascist aggression.

1.1. As an Old Capitalist Country, The British Government Also Carried out Various Reforms on the Education System During This Period

In 1938, the British investigation committee headed by Spence put forward the "Spence Report" focusing on reforming secondary education in public secondary schools. It proposed that school education should meet the practical needs of the society and the needs of science and technology, and establish a modern middle school on the basis of the "Hado Report", so as to make a good link between middle school and primary school. The Norwood Report, introduced in 1941, centred on the argument that different children should go to different schools. At the same time, it also puts forward some examination system and admission rules, which have some influence on British education. It also shows that education is unequal in nature. And the British government published the Fleming Report in 1944 and so on. However, these educational reforms made by the British government during this period were largely

aimed at easing domestic contradictions and appeasing people's emotions, which were actually the product of the interests of the bourgeoisie.

At this time, France also carried out some reforms in its education system. In 1937, French Education Minister Jean Ze proposed to unify the school system in middle schools. The main contents of this system are as follows : (1) in order to realize the unification of primary and secondary education, the primary stage of middle schools should be changed into independent public schools, so as to connect the unified primary schools; (2) In order to guide and develop students' abilities and interests and pass examinations, "orientation guidance classes" (11 to 12 years old) are set up for students who hold the "Primary Education Certificate" and enter the secondary school for the first stage of study; (3) According to the performance and ability of students to enter the technical secondary school, classical secondary school and modern secondary school respectively in the second year of school, that is, a diversion of students. Three Kinds of Middle schools and "Orientation Guidance Class" proposed by the Reform

1.2. Obtains Many Educator and the Psychologist Affirmation

1937, the French Ministry of Education issued an official order to set up. The orientation course was the beginning of reform but was suspended by the outbreak of World War II.

Due to the "Unified School Movement", the Schooling system of France has undergone some reforms, which have effectively impacted the double regulation of French education and increased the proportion of working people's children receiving secondary education. According to statistics, in 1936, only 5 percent of French students were born to workers or farmers, but by 1943, the proportion had risen to 23 percent. During this period, the "Unified School Movement" greatly promoted the democratization of education in France, and some of its Suggestions were also adopted by the educational reform after the Second World War.

During this period, Germany was governed by Nazi politics, and the whole education served Nazi politics. In 1934 Nazi Germany established a national Ministry of Science, Education and National Education, with Nazi teacher Luster as minister of Education. It also stipulated that the ministry of National Education was responsible for the formulation of the national education plan and syllabus, as well as for the selection of textbooks and curricula, in order to strengthen the control over national education. In 1937-1938, the Ministry of Education further emphasized the need for separate provisions for primary and secondary education, based on Hitler's idea of fostering students' national beliefs. It emphasizes that the teaching task of primary schools is to train German children to become a member of the German national family and have the spirit of dedication for the country and the "fuehrer". The task of the secondary school is to contribute to the cultivation of "national socialists". In short, education in Germany during this period served the fascist rule, and there appeared the tendency of educational nationalism and politicization, and education was brought into the track of fascist education.

The 1930s was a period of rapid development and change in American education. The enrollment of primary education students increased rapidly. Under the influence of progressive thought, educators conducted extensive experiments on the organizational form, curriculum and teaching methods of education. It had a profound impact on American education. Due to the impact of the economic crisis, American education was also in urgent need of reform. Therefore, in 1938, the education policy committee of the national education association proposed new secondary education goals : (1) self-realization; (2) Interpersonal relationship; (3) Economic efficiency; (4) Civic responsibility. These four goals inherit the spirit of the seven principles of American education of the 1920s, with a greater emphasis on the role of secondary education in fostering American civic responsibility and economic efficiency. After the 1940s, American secondary education not only emphasized cultivating students' sense of civic responsibility, but also attached great importance to vocational education and training for students.

From the above, we can see that during this period, The United States made bold attempts and innovations in education, emphasizing that education should seek the common development of individuals and society and make students become useful people in the society. After extensive teaching experiments, American education has developed rapidly.

As a fascist country, Japan's militarism education became more and more serious after the 1930s, as its aggression against China intensified. In 1935, an education reform committee was set up to advise The minister of Education on how to cultivate the "Japanese spirit" in order to strengthen militarist education in schools. After Japan launched its full-scale war of aggression against China in 1937, Japan's new board of Education printed the Basic Principles of The Japanese National Entity as a tool for its militarist education. According to statistics, with the propaganda of Japanese militarism in the 1930s, 40% of Japanese primary and secondary school courses were related to the education of Japanese militarism by 1941.

Since the 1940s, with the expansion of Japan's war of aggression, In order to meet the needs of the war, Japan has strengthened the implementation of militarism education. In primary schools, Japan promulgated the "National School Order" in 1941, turning primary schools into national schools. It is stipulated that the national schools take the principles of the kingdom of the emperor as their educational purposes and carry out basic training for the citizens. The school provides six years of primary education and two years of higher education, with eight years of compulsory education. The school curriculum places greater emphasis on educating students about militarism and fascism. In secondary education, Japan adopts a comprehensive system, which includes secondary schools, higher girls' schools and industrial schools.

As a socialist country, the Soviet Union, from the October Revolution of 1917 to the outbreak of the Great Patriotic War in 1941, made unremitting efforts to education while developing its economy. After years of efforts, the Soviet union and established its own unique, democratic school system, formed a complete set of education scientific theory system, especially to cultivate a large number of a worker with socialist consciousness and culture and experts from all walks of life, the development of the cause of socialist education provides many experiences and lessons. In the middle of 1930s, primary compulsory education was basically realized and seven-year compulsory education was popularized to a large extent. In general, the Soviet Union in this period of compulsory education popularization is very smooth, achieved remarkable results.

As a whole, during this period, most countries in the world were carrying out educational innovation and extensive educational experiments, which made great achievements. In particular, the modern education theory with the "pragmatism" education theory put forward by American Professor Dewey as the core has a great influence. He opposes the traditional education that only focuses on reading, and proposes that the modern and progressive education that attaches importance to children and activity teaching should replace the traditional education. This also had a profound influence on the development of post-war education and the modern education system.

2. The Development of Chongqing's Basic Education before the Anti-Japanese War

On the eve of the War of resistance against Japanese Aggression, Chongqing, as a city in Sichuan province, was located in the remote southwestern region, with relatively closed information on all aspects and, of course, educational information. Before the War of Resistance against Japanese aggression, there were only three universities in Chongqing. One was southwest Vocational Art School founded by Wan Congmu in 1925, which was later renamed Southwest Art College. In 1929, Liu Xiang founded Chongqing University. In 1933, the sichuan provincial government merged the central agricultural experimental farm run by The East Sichuan

Normal College and the 21st Military Office into Sichuan Provincial Rural Construction College, which was turned into a provincial education school in 1936. Except for Chongqing University founded by Liu Xiang, the other two universities are very small in terms of buildings, teaching instruments, teachers and funds. In terms of number, Chongqing's colleges and universities account for 2.8 percent of the nation's total (108 in 1936), with less than 1 percent of its students. Secondary schools there are public in eastern sichuan, chongqing middle school, yuba middle school, teachers and refinement of private middle school, and a good high school, such as 20, 0.62% of the national middle school (the national total of 3200 middle school in 1936), only seven professional schools, such as public senior business vocational school, chongqing municipal g NongXueJiao and private real senior business school and so on. There are only 20 private primary schools, accounting for 0.05% of the country's private primary schools (there were 39,565 private primary schools in 1936). There are no specific statistics for public elementary schools.

Above is a general overview of chongqing education before the war, from which we can see that the war of chongqing education in the country is negligible, and wait until after the outbreak of the Anti-Japanese War, many schools of eastern region moved, chongqing as capital, moved to chongqing education institutions is much more than before the war, thus has also changed the chongqing education backward situation, chongqing also slowly into the home front education and cultural center.

3. The Influence of Capital Inward Migration on Basic Education

3.1. The Lugou Bridge Incident

The Lugouqiao Incident occurred on July 7, 1937, marking the outbreak of Japan's full-scale invasion of China. Of course, the Lugouqiao Incident was not accidental, but a continuation of the "September 18 Incident" and a necessary step for Japan to invade north China and annex the whole of China. Since 1931, the Japanese Kwantung Army attacked Shenyang and launched the Mukden Incident, which occupied the three northeastern provinces of China, which was also the first step of Japan's "mainland policy" of extermination of China. Then, in 1933, Japan occupied Rehe river, invaded North China, and forced the National government to sign the Tanggu Agreement with it, thus taking control of most of Hebei Province, leading to specialization in North China. Japan also continued to stir up trouble in North China to expand its aggression. And all kinds of Japanese aggression is in preparation for his full of aggression against China, the lugouqiao bridge incident broke out, Japan to the eastern coastal cities in China all over the sky, the eastern region to suffer destruction, and four to one by one, battle, tianjin, Shanghai, most of north China and east China is in danger, so far, Japan committed has all around half of the Chinese, "the authority of school, to become a snap, less preparation for the mainland select books equipment can be removed, in a few, most of the rest with the building was destroyed by fire, loss of weight, difficult to counter."War, many school destruction and close, especially at nankai university, July 29, 1937, Japan has carried on the four consecutive hours to tianjin bombing, the target of the bombing is mainly of nankai university, has not been bombing of the Japanese military directly into the school to the burned, wooden monastery of nankai university library, xiushan hall, professor zhi the girl's dormitory building and dormitory building, were razed to the ground, nankai middle school and primary school buildings were also blown into ruins, to August 1st, nankai university has become a "field" of rubble, "Japanese troops and aircraft, only Beijing more than 10 universities that survived the bombing, was also the Japanese aggressors entrenched." Others such as Shandong University, Shandong Agricultural College, Hebei Agricultural College and Shanghai Wusong College have also suffered. In Shanghai, 14 universities, 27 middle schools and 44 primary schools were bombed and destroyed, with a loss of 7 million yuan, 27 middle schools and more

than 2 million yuan, respectively. There are women's high schools in Tianjin, Xiamen University in Xiamen, and universities, middle schools and primary schools in other provinces and cities.

3.2. The Destruction of the War of Resistance Against Japan

After the Anti-Japanese War broke out, the eastern region a war, the Japanese, Chinese schools are not continue, so many schools in eastern shift to the mainland and remote mountainous areas, in this case the national army and the people unite as one to fight the Japanese aggressors, at the same time, the national government in 1938 moved to chongqing in October. And in 1940, chongqing was designated as the secondary capital, followed by a large number of educational institutions, schools, faculty and students from the east moved to Chongqing. The eastern part of the population, colleges and universities, education talent to the western region, while the eastern part of the education resources have been a lot of damage, but in the national government "wartime must do look at ordinary times", under the guidance of the education policy of the eastern region in the west of the education resources and education talents to transfer, education has made great development in western China. Especially as the secondary capital, Chongqing's education has developed greatly. In Chongqing, for example, the number of middle schools increased from 16 in 1938 to 46 in 1945, with an actual increase of 30. And there has been a great increase in the number of students.

With the war of Resistance against Japanese Aggression, nanjing, the capital of the Nationalist government, fell on December 13, 1937. The nationalist government had to move the capital and eventually chose Chongqing as the wartime capital. The internal relocation of the capital of the National government has played a great role in promoting the political status, economy, culture, education and population development of Chongqing. In this chapter, we mainly expound the influence of capital inward migration on chongqing's basic education.

In general, a large number of intellectuals came to Chongqing during this period. According to the statistics of sociologist Sun Wenwen, during the Anti-Japanese War, "more than nine-tenths of senior intellectuals moved to the west; At least five-tenths of the intermediate intellectuals moved west, and at least three-tenths of the lower intellectuals." All these have brought advanced educational thoughts and concepts to Chongqing and the western regions, which have played a great role in promoting education in Chongqing. After this period of development, Chongqing narrowed the educational and cultural differences between the west and the east, and played a great role in the balanced development of national education. Also for the future development of Chongqing education has a far-reaching impact. We can say that the eight-year Anti-Japanese War was the golden age of chongqing's educational development.

References

- [1] The Hardo Report: In 1924 the Labour government appointed a commission of inquiry chaired by Sir W. h. hadow to look into primary education in England and make recommendations for the development of secondary education. Between 1926 and 1933, the Committee produced three reports on the Education of Young People, commonly known as the Hadow Report.
- [2] Wang Tianyi, Xia Zhilian, Zhu Meiyu. History of Foreign Education: Part 2. Beijing: Beijing Normal University Press, First edition, December 1993, pp. 9-11.
- [3] Qu Baokui, Ed. Anthology of pedagogy, French education Reform, Beijing: People's Education Press, January 1994, pp. 46-48.
- [4] Wu Shiyong, history of foreign Education, Beijing: People's Education Press, 1998, pp. 397-398.
- [5] Qu Baokui, Ed. Anthology of pedagogy, French education Reform, Beijing: People's Education Press, January 1994, pp. 46-48.
- [6] Wu Shiyong, history of foreign Education, Beijing: People's Education Press, 1998, pp. 397-398.
- [7] Ibid., p. 419.

- [8] Policy Research Office of the CPC Chongqing Municipal Committee. Overview of Chongqing, 1952, p. 209.
- [9] Education Yearbook committee of the Ministry of Education, Ed. The second China Education Yearbook, Ed. I, Shanghai: commercial Press, 1948, chap. 2, p. 8.
- [10] Qi Hongshen, Ed. Japanese educational aggression against China, Beijing: Kunlun Press, 1st edition, June, 2005, p. 79.
- [11] The Second Historical Archives of China: Compilation of archives of the History of the Republic of China (Vol. 5, Part 2 education), Nanjing: Jiangsu Ancient Books Publishing House, 1994, pp. 887-888.
- [12] Sun, Wenwen. Social problems in modern China (Vol. 2). Shanghai: commercial Press, 1947, p. 261.