

Research on Huang Yanpei's Rural Education Thought

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Abstract: Huang Yanpei was the founder of vocational education in modern China and a pioneer of the rural education movement. He observed the problems in rural education earlier, and based on rural education practice, gradually formed his own rural vocational education ideas, promoting the development of vocational education in rural areas. Huang Yanpei's rural education ideology contains concepts such as "great vocational education doctrine", "education after getting rich", "teaching in designated areas", and "following rural reality", which promote the scientific development of rural education and expand the economic and social functions of rural education. It has important reference value in China's comprehensive implementation of rural revitalization strategy and vigorous development of rural vocational education today.

Keywords: Huang Yanpei's educational ideology; rural revitalization Rural vocational education

1. Introduction

Huang Yanpei was one of the founders of vocational education in modern China and also one of the reformers of rural education in China. In the 1920s, Huang Yanpei's exploration of vocational education theory gradually shifted from urban to rural areas and gradually formed unique rural education ideas, providing new ideas for rural talent cultivation and forming rich experience in reforming rural education and improving rural construction. Entering the 21st century, especially entering a new era, and taking the path of socialist rural revitalization with Chinese characteristics is an important task for China's socialist modernization construction. The Strategic Plan for Rural Revitalization (2018-2022) clearly states that it is necessary to "vigorously develop vocational education oriented towards rural areas... to meet the needs of rural industrial development and revitalization". Reexamining Huang Yanpei's rural education ideology, inheriting and developing its theoretical essence and valuable experience, will help promote the innovative development of rural vocational education, stimulate the potential of rural vocational education, and assist in achieving high-quality development of rural economy and society.

2. The Formation of Huang Yanpei's Rural Education Thought

Huang Yanpei, also known as Ren Zhi, was born in 1878 in Chuansha, Jiangsu Province. He is a famous patriotic, democratic educator, and founder of modern vocational education in China. He devoted his life to the development of vocational and rural education in China, continuously exploring and practicing to change the traditional education from social production and life, and formed a relatively systematic educational theory. We have made tremendous contributions to building vocational and rural education that is in line with China's own reality.

In the 1920s and 1930s, under the influence of imperialist aggression, the rural economy in China declined and the people were struggling to make ends meet. Against this backdrop, rural education developed slowly and faced many problems. In 1921, Huang Yanpei wrote in his article "Mou Yan on Rural Education": Eighty nine out of ten schools in our country today provide urban education. Although most of the people's lives in the country belong to cities or rural areas, I dare to assert that nine out of ten belong to rural areas. I try to think that our country advocates for universal education, and if we sincerely want to popularize it, our ideas should belong to rural areas. That is, nine out of ten facilities should belong to rural life education^[1]. He actively participated in rural education reform and, together with other like-minded people, set off a wave of rural reconstruction and rural education reform.

In 1917, Huang Yanpei joined forces with education and industry figures such as Cai Yuanpei and

Liang Qichao to establish the China Vocational Education Society, and later established the Vocational Education Research Association to vigorously promote the development of rural vocational education. He explicitly stated in the "Jiangsu Vocational Education Plan" that, Only doing Kung Fu from vocational schools cannot develop vocational education; only doing Kung Fu from the education sector cannot develop vocational education; only doing Kung Fu from the agricultural, industrial, and commercial sectors cannot develop vocational education. Those who establish vocational schools must communicate and connect with all the education and vocational sectors at the same time; those who advocate vocational education must also participate in social movements with a certain spirit^[2]. He believes that the development of vocational education should be considered systematically and comprehensively, with each educational institution carrying out a reasonable division of labor. Each agricultural region should coordinate with each other, establish farms, agricultural schools, or universities in agriculture, and each should take on their own responsibilities, so that teaching, experimentation, research, and promotion form a closely connected whole. In his "Opinions on the Development of Vocational Education in Yunnan", he proposed the idea of "zoning and establishing systems", believing that we should divide rural areas into several regions based on the main characteristics of regional agricultural products, and each region should formulate targeted agricultural development plans and establish corresponding agricultural education systems. The agricultural education system should also be composed of agricultural universities, secondary agricultural schools, rural agricultural schools, and rural normal schools, each with different responsibilities. It is obvious that the idea of "zoning and establishing systems" is to combine agriculture with agricultural education, and education cannot be reformed separately. Instead, education should be linked to various aspects to establish a comprehensive agricultural education system and improve the effectiveness of rural education.

In 1925, Huang Yanpei proposed the idea of teaching in different areas. He said, the facilities for rural vocational education should not be limited to vocational education. In areas with convenient transportation, one village or several villages should be designated. First of all, it investigate the local rural areas and the existing crafts, education and vocational conditions, and make plans on how to ensure that both male and female students can go to school, how to provide opportunities for older and disabled students to receive supplementary education, how to develop knowledge and skills for everyone about their profession, and how to prepare and guide those who are eager to continue their education. How to make them happy in their spare time, how to provide care for their elderly or disabled, and how to prevent diseases from causing them^[3]. It can be seen from this that the vocational education development plan proposed by Huang Yanpei at this time has exceeded the scope of vocational education and is actually a comprehensive reform plan for rural education. He said, "Rural areas are the whole problem, and education is a method. We should not focus solely on education when dealing with rural areas." "The biggest problem in education today is the isolation between schools and society. Education is self education, life is self life... From then on, we will expand the scope of education, communicate various methods of life boundaries, and achieve ideal education. Therefore, rural education should break through the barriers of schools, Integrate school education closely with rural production and life. Education reform should not only focus on education itself, but also consider the actual situation of rural economy, health, transportation, public security, and other aspects, linking education with society, and coordinating solutions. In 1926, he expanded the scope of rural education from schools to the entire rural society in the comprehensive improvement plan of the Xugongqiao Experimental Zone, including research and improvement of farming, establishment of vocational education institutions, establishment of libraries, establishment of public medical institutions, establishment of fire protection organizations, formation of security groups, etc., in order to cultivate the villagers' autonomy ability and correct outlook on life, establish correct values, improve production skills, increase health knowledge, and so on.

In 1929, under the strong advocacy and advocacy of Huang Yanpei, the Chinese Vocational Education Society proposed the idea of "integrating wealth and education" as a fundamental method for improving rural areas. He believed that there were serious phenomena of poverty, ignorance, weakness, and fragmentation in rural areas at that time, which were intertwined and jointly influenced the development of rural areas. Among them, poverty is fundamental, and foolishness, weakness, and dissipation are all caused by poverty. As long as the problem of poverty is solved, other rural problems will also be easily solved. Therefore, he believes that the primary task of rural education is to solve the problem of poverty in rural areas. "Poverty comes first, followed by illness. As for education, it is a matter of having food to eat. Rich first, teach later", and clearly proposed the idea of "rich first, teach later".

In short, in the early 20th century, Huang Yanpei paid early attention to the issue of rural education in China and formed some thoughts on the development of rural education. In the long-term practice of rural education, especially rural vocational education reform, he formed a relatively systematic idea of improving rural education, which played an important guiding role in the reform and development of

rural education at that time.

3. The Connotation of Er Huang Yanpei's Rural Education Thought

3.1 *Emphasizing Rural Vocational Education*

Rural vocational education is the education that cultivates management and technical personnel for the construction of rural areas and the service system for rural society. Huang Yanpei's "Great Vocational Education Doctrine" reveals the essential characteristics and special functions of rural vocational education, and fully explores the development potential of rural vocational education.

At the beginning of the 20th century, China was a major agricultural country, with the vast majority of people relying on agriculture for their livelihood. At that time, the level of agricultural development was relatively low, and the rural economy was relatively sluggish, requiring certain measures to develop the rural economy. This phenomenon has attracted great attention from Huang Yanpei. He takes education as the starting point and actively reforms rural education, hoping to save rural areas and further promote China's development. He said, "Our advocacy for vocational education and the implementation of vocational education have triggered some practical social problems. Therefore, our fundamental starting point for advocating vocational education is to eradicate poverty." "The fundamental solution is to communicate education and profession." "In a broad sense, all education has a vocational meaning." "In a narrow sense, vocational education emphasizes practicality^[4]. He believes that compared to cities, rural areas should have their own development path, with cities emphasizing industry and commerce, while rural areas are based on agriculture. Therefore, rural education cannot blindly follow the development path of urban education, and should develop rural vocational education based on the actual situation in rural areas. He proposed that 'never interfere with his farming time; the knowledge imparted must be fully applicable to their daily life'^[5].

From this, it can be seen that Huang Yanpei has always emphasized the relationship between education and socio-economic development. We should not simply conduct education for the sake of education, but consider rural vocational education as an important means to solve rural economic and social problems.

3.2 *Advocate for wealth before education*

In the early 20th century, the entire Chinese society was relatively chaotic, with low levels of social production and a very sluggish rural economy, making it difficult for the people to make a living. Huang Yanpei believed that there were four problems in rural China at that time: poverty, ignorance, weakness, and fragmentation, and poverty was the primary issue that needed to be addressed among all rural problems. He believes that only by prioritizing the improvement of farmers' livelihoods and helping them become wealthy can the phenomenon of "poverty, ignorance, weakness, and fragmentation" in rural areas be fundamentally changed. Based on this, he proposed the educational proposition of "getting rich first and teaching later", believing that although developing rural education is very important, compared to developing the rural economy, it is more important. If rural production is not vigorously developed and farmers' economic income is not significantly improved, then any good educational reform proposal can only be empty talk. Therefore, only by adhering to the principle of "integration of wealth and education" and "getting rich before education" can we provide a better material guarantee for the development of rural education, enable the majority of villagers to identify with education and actively participate in educational activities, and promote rural economic development through the development of rural education.

How can we give full play to the role of rural education in rural economic and social development? Huang Yanpei believed that rural education should be close to farmers' life, teach farmers production knowledge in farming, and improve their production skills. Education is not developed, it is appropriate to promote vocational education, that is, education is developed, it is more appropriate to promote vocational education. Otherwise, with the current general education situation, education. More days, less service, is bound to reduce productivity.^[6] "Probably in secondary education. Below, there are various occupational divisions. In addition to those who can receive higher education, they should be given life.^[7]"

At the same time, he also advocated actively carrying out cultural and entertainment activities in rural areas, establishing institutions related to asking characters, asking questions, agricultural exhibitions, advanced science and technology popularization, and emphasizing the education of farmers' knowledge

and morality, in order to improve the overall quality of farmers and promote rural economic development.

3.3 Advocate for zoned teaching

In August 1925, when planning the development of vocational education in Shanxi, Huang Yanpei said, "The teaching of rural vocational education should not be limited to vocational education. In areas with convenient transportation, one village or several villages should be designated." He believed that when there were many problems in Chinese education, the biggest problem was the separation of schools and society, the disconnection between education and production, education being education, society being society, production being production, and life being life, And they were not tightly integrated. He repeatedly pointed out that the primary task of developing rural education is to investigate the economic foundation, productivity development level, regional characteristics, population status, and education status of local rural areas, and plan and develop rural education as a part of the entire rural society. Rural areas are the whole problem, and education is a method. We should not focus solely on education when dealing with rural areas. Society is the whole, and without communication with other parts, it is impossible to do well in this part. This part is difficult to do well. Therefore, he advocated that one village or several villages should form a region, with the region as the center for education. Villagers in the region can learn from nearby areas. Each region establishes its own organization and utilizes its human and financial resources to organize education. Each region prepares corresponding development plans based on its own actual situation, adopts different educational models, imparts different educational content, and contributes to the local rural economic and social development. At the same time, educators need to balance the economic, cultural, and health aspects of rural areas, and organically connect these aspects to achieve rural integration and promote rural economic and social construction.

3.4 Advocating compliance with rural realities

Huang Yanpei once said, "Chinese people read books differently from foreigners. What Chinese people read is almost empty and broad, not practical, and what foreigners read is all about daily life." He believed that although Chinese agricultural vocational schools accounted for 48% of the total vocational schools at that time, they were mainly located in cities, which was not conducive to vocational education serving agricultural production and rural life. Because vocational schools are located in cities, the teaching content often deviates from rural reality, and students often lack practical experience in rural areas during the learning process. They have little knowledge of agricultural production and rural life, making it difficult to adapt to practical needs after graduation. Therefore, in the process of organizing vocational education, we should have diverse forms. In addition to classroom teaching, we can also use field demonstrations and extracurricular entertainment activities for teaching. We can also expand the space for education and teaching, allowing students to delve into rural areas and enter the fields. We can also expand the teaching content by teaching students not only literacy but also production and life skills, as well as knowledge about safety and self-defense, so that they can better adapt to rural production and life.

4. Enlightenment from the Rural Education Thought of San Huang Yan Pei

4.1 Vigorously developing rural education

At the beginning of the 20th century, Huang Yanpei found through research that the development level of rural education in China was very low at that time, and the education level of the majority of farmers was not high. He advocated that the whole society attach importance to rural education and take the lead in actively participating in rural education practice. In 2017, the rural population of China was 576.61 million, accounting for 41.48% of the total population, and the rural population still accounted for a large proportion. Due to geographical conditions, historical inertia, traditional concepts, and other reasons, there are some problems with the cultural quality, technological level, management concepts, ideological and moral qualities of rural population. Improving the quality of rural population has become an important task in socialist modernization construction. The reason for this is that the lagging development of rural education is one of the important factors that lead to the low quality of farmers and the low level of rural economic development. Therefore, drawing inspiration from Huang Yanpei's emphasis on rural education still has important reference significance for improving the quality of farmers and developing rural economy. Education is the foundation of a century long plan. We must elevate rural education to a strategic height and attach great importance to it. We must make the

development of rural education a top priority in China's education work, and make rural areas a breakthrough in education reform. Through education, we can change the backwardness of rural areas and promote social change, in order to achieve rural revitalization and achieve the great victory of building a new socialist countryside and a moderately prosperous society.

4.2 Developing Rural Education with a Great Education Concept

Huang Yanpei strongly advocates promoting the overall improvement of rural society through the development of rural areas, in order to comprehensively solve rural problems. He believes that in order to develop rural education, it is necessary to divide teaching areas and carry out comprehensive education. In terms of educational types, rural education covers compulsory education, vocational education, adult education, etc; In terms of educational content, rural education covers cultural knowledge, vocational skills, sports, medical and health care, and ideological and moral education. Therefore, in order to develop rural education and play its role in rural economic and social construction, it is necessary to start from the perspective of education and promote the overall progress of rural society. The construction of new rural areas takes "production development, affluent life, civilized rural style, clean village appearance, and democratic management" as its construction content and goal, while rural revitalization takes "industrial prosperity, ecological livability, civilized rural style, effective governance, and prosperous life" as its development content and goal. All of these indicate that building a socialist new countryside and achieving rural revitalization is not a simple task, but a systematic project, We need to advance from all aspects as a whole. Therefore, when developing rural education, we must adhere to the concept of a grand education perspective. We must not only fully utilize the role of rural schools in teaching knowledge to school-age children, cultivating learning methods and skills for school-age children, but also organically integrate with the development of rural culture and rural society, strengthen the education of spiritual civilization, ideological and cultural values, and ideals and beliefs for the rural population, and actively leverage the civilization radiation function of rural schools, Inheriting and developing excellent traditional culture, guiding farmers to become self-reliant and upward oriented, and implanting the "local dream" and enterprising spirit in their hearts, forming a civilized rural style, good family style, and simple folk style, providing strong guarantees for rural revitalization and new rural construction.

4.3 Establishing rural training centers

Huang Yanpei has formed a famous concept of vocational education through decades of educational practice. Huang Yanpei's concept of vocational education not only advocates vocational cultivation and preparation in primary and secondary schools, but also includes vocational training and guidance for farmers. In recent years, the training of farmers and migrant workers has attracted widespread attention from society. Former Minister of Education Zhou Jizeng pointed out that the education department should prioritize the education and training of migrant workers in the development of vocational education, promote the training of skilled talents, rural practical talents, adult continuing education, and reemployment training projects. Since the 19th National Congress of the Communist Party of China, the government has successively issued policy opinions on the training of migrant workers, continuously strengthening the attention and training efforts for migrant workers, and achieving positive results in the vocational skills training of migrant workers. In the process of rural revitalization and new rural construction, we must make solving the "three rural" issues a top priority for the entire Party and society, strengthen education and training for the rural population, and improve the quality of farmers. Currently, there are relatively few vocational schools located in rural areas, rooted in rural areas, and serving farmers. Many schools have not run according to the needs of farmers themselves, and have not truly addressed the concerns of farmers. Therefore, we should coordinate social education resources, strive to improve farmers' training networks, focus on the construction of farmers' training bases, fully leverage the basic role of adult education, vocational and technical schools and other educational resources in various regions, encourage enterprises and institutions to carry out skills training for migrant workers, and form a multi form, multi channel, and multi professional training pattern.

4.4 Pay attention to farmers' skill training

Huang Yanpei advocated the establishment of a farmer training center with the original intention not only to impart knowledge of safety, health, social ethics, etc. to farmers, but also to emphasize imparting agricultural production skills to farmers. He believes that the courses offered by rural schools or training centers should be meaningful and attractive to farmers. They should study the actual needs of rural areas

and farmers, apply what they have learned, pay attention to respecting farmers and the uniqueness of rural culture, and carry out a large number of mass activities according to their needs to enrich their spiritual and cultural activities. Therefore, in carrying out farmer education and training, it is necessary to design training content based on farmers' needs or driving factors, pay attention to the effectiveness of training, and be close to the actual needs of farmers to improve their satisfaction with education and training. We should emphasize the principle of putting practicality first, skills first, effectiveness first, and satisfying farmers. We should organically connect the improvement of farmers' comprehensive quality with the improvement of their production skills, and adhere to the combination of farmer training and agricultural technology promotion, with the development of local leading industries, with practical skills in the job, and with employment and entrepreneurship.

5. Conclusions

Huang Yanpei is not only the founder of vocational education, but also a pioneer of the rural education movement. Huang Yanpei's vocational education thought of "transitioning from urban to rural areas" is intertwined with multiple motivations, promoting the unique logic of his rural vocational education thought. Huang Yanpei's development of rural vocational education ideology has gone through stages such as ideological initiation, method exploration, and experimental improvement. From the emergence of agricultural education awareness, to the contribution of agricultural vocational education system, and then to the innovation of rural reform in Xugongqiao, it has a positive practical significance for the current rural vocational education in China in adhering to principles, cross-border integration, configuring systems, and inheriting culture.

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