

河北大学 2008 年博士研究生入学考试试题

(套别: A 卷)

学科、专业	研究方向	考试科目	备注
中国近现代史		专业外语 (英语)	

英译汉 (30 分)

The improvement of the farmer's intellectual and civil level, the third primary aspect of the rural reconstruction, was conducted in the way of various rural educations. Every experimental area built numerous and various rural educational organizations. For example, at Zouping, rural schools were built and gradually they were changed into village schools with many training classes of different majors and levels; at Ding County, schools for common people at all levels, school reunion i.e. the organization for the graduates to further study and circuit training classes for livelihood were established; at Xugongqiao, some regular training projects like village primary schools, make-up courses, called "countryside education" were carried out; in addition, some mobile ones such as farm products exhibition rooms, lectures, reading rooms, inquiry offices, farmer consultations and teaching halls of various styles, which were called "social education in the countryside".³⁵ In Wuxi City, many schools for men and women with free classes and primary schools were built.

The aim of village education was to increase a farmer's cultural quality, to train new farmers and citizens for the modernization of villages or of the whole country. Generally speaking, regarding the development of farmer's civilization as the base of village modernization, they ran schools in order to train modern citizens with knowledge, creativity and unity, who formed the base of social reconstruction. In a report of the Farmer's Education Department, China Civilian Education Foundation, which invested a large sum of money in village education said, "Our education plan does not apply to psychology, material, social life or any other part, but focuses on the base of the whole construction; in short, it is the construction of people, or the cultivation of new citizens. If this construction succeeds, the others will be easily done."³⁶ Yan Yangchu, the leader of the Foundation, who had his idea on what the new farmer training project aimed at published in two articles: "Intellectual new Chinese farmer" and "New Chinese citizen in 1929", which explained clearly the purpose of civilian education and the methods to conduct it. He said, "To develop village education does not only convert an illiterate craftsman into an intellectual, or change a simpleminded farmer into a person with scientific knowledge, but also trains them to be intellectual and enterprising citizens of China. Therefore, our slogan is: To be new citizens." That is to train farmers with scientific minds and skilled artistry.³⁷

Liang Shuming, the leader of the Zouping Experimental Area, had a further understanding of village education. He not only regarded new farm training as the general goal, "The purpose of village education is to build a new agricultural society; to train new farmers is a key step toward this purpose";³⁸ but also paid attention to a farmer's social reform ability. He thought, "New farmers should have the capability to realize himself and to improve himself"; i.e. "the ability to participate in social activities leads to social reform". Therefore, he put forward a policy focusing on social reform training, that is, "education should not focus on teaching people how to fit the social life only, but teaching people how to improve it. It is of great importance that students should have the ability to participate and improve the current society. It is true that a student should participate in social life and improve it as well. Considering current Chinese education, we should

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attach more importance to the latter—the ability to improve society. The current agriculture technology, social system and so on, needs to be reformed. We should not yield to the current situation, so we have to pay more attention to reform and improve our society while we try to suit our current society.”³⁹ He also regarded village education as the main way to mobilize farmers to carry out rural reconstruction, believing the reconstruction must be conducted with the farmer’s consciousness while the farmer’s consciousness needs to be enlightened by education. He pointed out, “Among many things needed to be done on education of the countryside development, the citizen education is in the first place, and the primary education is in the next place. Citizen education could be done in various forms and of various subjects with intelligence cultivation as the teaching purport. All achievements on economy, politics rely on the intelligence cultivation. If the masses could not be enlightened, they can do nothing.”