

Studies on the Process-Oriented Mechanism for Building Party Schools for Vocational College Students

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Abstract

The work of building Party schools for vocational college students is faced with new challenges in the new situation. This paper analyzes the main problems in of the process of building Party schools for vocational college students, and suggests building a mechanism for building Party schools for vocational college students based on the process of cultivating activists.

Key words: Vocational colleges; Party school building; Problems; Mechanism

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INTRODUCTION

Party schools in vocational colleges are the main platform where activists, candidates for Party membership and Party cadres are trained under the direct leadership of the Party committees of vocational colleges; an important front for studying Marxism-Leninism, Mao Zedong Thought, Deng Xiaoping Theories and the Three Represents enunciated by Jiang Zemin, and thoroughly implementing the scientific outlook on development; and

a furnace for the vast students to enhance their Party spirit and achieve progresses.

1. MAIN PROBLEMS IN PARTY SCHOOL BUILDING FOR VOCATIONAL COLLEGE STUDENTS

1.1 Indifference to Party School Building, Insufficient Understanding of It

To start with, the indifference to Party school building is reflected in the chaotic administrative departments of Party schools. According to investigation, many vocational colleges have set a Party school, and some even have set up secondary Party schools. For example, Nanjing Institute of Industry Technology sets an institute Party school and secondary Party schools (department level). The former is mainly responsible for training and educating activists, official student Party members, and teaching and administrative staff who are Party members; while the latter is mainly responsible for educating and training student activists, candidates for Party membership and probationary Party members. However, most of them are unclear about the management duties of Party schools, and have the Party schools under the management of the Organization Department, or the Publicity Department, even Students' Work Department or the Youth League committee; some even have their Party schools managed by several departments at the same time, which easily leads to the lack of management vacuum or unclear division of responsibilities. Some vocational colleges, although designating a department and specific staff to take charge of the building of Party schools, do not have places or money to support them to launch normal teaching studies and researches independently. Secondly, some vocational colleges do not have a clear ideological philosophy of running Party schools. In particular, they fail to carefully study the way of cultivation, cultivation

planning, training targets and contents, or to make adjustments in a timely way as required by the new situation. Some even think that the task of a Party school is to organize several Party classes, open two or more training classes for activists. These wrong ideas are greatly restraining the building and development of Party schools.

1.2 Disconnected Practices and Theories, and Inadequate Reform and Innovations

To start with, the Party's basic theories, routes and policies are correct, but in social life, they may be workable theoretically, but unworkable in practice. What the students learn in class is different from what they see after class. Secondly, the Party school students and teachers in vocational colleges are all from universities and are intellectuals. They are well-educated; have a clear mind; accept new things quickly; are capable of analyzing and solving problems; and set great store by rational and logical reasoning. Their own weaknesses make it hard for them to understand the Party's guidelines and policies in a comprehensive and correct way, and weaken the effect of education provided by the Party schools. Thirdly, the textbooks for the students to put theories into practice are lacked. Although the higher authorities compile and issue some textbooks each year, most of the textbooks are on macro requirements instead of being closely connected to the grassroots reality. Most of them are on overall planning, but few are targeted. Some even seriously lag behind and does not meet the new development requirements. The Party schools for students have specific training targets, and the trainees are adults, professional and of different levels, determining that the education of Party schools for students should be in many forms and multiple ways. Education provided by the Party schools for the students has to take into full consideration the objective education and teaching rules and creates and applies a series of education and teaching methods. In general, the reform of the Party schools in vocational colleges is slow; the problems which have existed for a long period of time have not fundamentally changed; theories are disconnected with the practice; teaching contents are out of date; the forms of education are single and teaching methods simple—still in the traditional mode and not adapted to the requirements of the times. All these make the reform less forcible to advance the building of Party schools in universities.

1.3 A Management Mechanism Seriously Lagging Behind and Unmatched Resources of the Teaching Staff

The student management system is incomplete; the management style is simple; and the means of restraint are not that powerful. Many vocational colleges try to keep abreast with universities and establish the mode of running two levels of Party schools, namely the college level Party school and the department level ones. The

management system of two-level Party schools conforms to the reality of vocational colleges, but in reality, the managerial staffs do not increase in number and are in charge of the two levels of Party schools at the same time, leading to management that seriously lags behind. In some sense, the Party schools for students become a dispensable attachment. Besides, the cultivation of full-time staffs for the Party schools is not involved in college Party committees' regular management. In reality, the management staffs of the Party schools are even discriminated, because they are not teachers or full-time managerial staff, and may be managed by many departments like the students' department, the Youth League committee and the organization department. Without major and course building, the courses of the Party schools are not under the overall management of the college educational administration. Staffs of the Party schools are not treated appropriately; are obstructed in professional title appraisal; and the room for their growth is narrow, so their activeness is struck, and the teaching effect of Party classes to a great extent.^[1] At present, there are bad as well as good teachers in the Party schools for students in vocational colleges. Some objective factors restrain the healthy development of the Party schools in vocational colleges. For example, the Party schools of some vocational colleges do not have relatively independent and stable full-time teachers, and their most courses are taught by part-time teachers who more than often have heavy teaching and scientific research tasks. Therefore, they do not have much time to especially study the curricula and course contents of the Party schools. Moreover, there is not a corresponding mechanism for training teachers. Some teachers teach on their own understanding and as they personally please, leading to the result that the contents Party classes and the teaching methods can't go along with the times.

1.4 Diversification of the Students' Motives to Join the Party Due to Different Social Values

The invasion of the Western ideology and the principle of interest paramountcy in the market economy greatly shock the students who have little life experience in the society. They therefore have diversified motives to join the Party. Students are often strongly utilitarian, practical and follow suit. Some students join the Party in order to find a good job; some views it as an honor to join the Party; some even do it for face. All these ill motives make the work of Party schools in vocational colleges more difficult.

1.5 Less-Than-Needed Investment in the Party Schools of Vocational Colleges and Theoretical Studies Lagging Behind

Due to financial strain, most vocational colleges do not have separate fund for the Party schools, making it unable to run the Party schools for students normally. There are no classrooms for students, or remuneration for teachers, or fund for the Party schools to hold social

involvement activities, let alone go out for visits and studies. Obviously, without separate fund for the Party schools, vocational colleges will find themselves unable to ensure the quality of teachers, improve the conditions for running the Party schools, or improve the teaching quality. Theoretical discussions on the building of Party schools are carried out, and have seen some effect. However, the theoretical studies on the building of Party schools by vocational colleges are yet to be widened and deepened. Theoretical studies seriously lag behind the expansion of the size of Party schools. There have not been any landmark theoretical achievements of major practical significance.

2. BUILDING OF A PROCESS-ORIENTED WORK MECHANISM FOR CONSTRUCTING THE PARTY SCHOOLS FOR VOCATIONAL COLLEGE STUDENTS

2.1 Improving Ideological Understanding and Strengthening Leadership

To improve ideological understanding, the first thing to do is to improve the understanding, of the leading cadres and all Party members, of the status and role of the Party schools in vocational colleges; and improve the understanding, of the leading cadres, of the importance and urgency to strengthen the building of Party schools. The establishment and improvement of the socialist market economy has raised higher requirements on the grassroots Party members in universities; necessitates giving full play to the role of the Party schools as the main position and main channel in the education of Party members, equipping Party cadres with new theories, shaping Party cadres with new concepts, and cultivate leading cadres with new knowledge. Party schools in vocational colleges can't adapt to the situation, so it is a must to deepen understanding and intensify the reform. Secondly, the overall leadership of the Party committee has to be strengthened. The system where the secretary or deputy secretary of the Party committee also serves as the head of the Party school shall be sustained to ensure powerful leadership of the Party school by the Party committee. The executive vice principal of the Party school who is in charge of routine work must be well selected. The Party committee has to listen to the report on the work of the Party school on a regular basis; sum up the practices and basic experience in education of the Party school; study before solving major problems in the reform and development of the Party school; give priority to keeping a correct school-running direction, building a good learning style and a good leadership, and doing a good job in the education of cadres; and strengthen macro coordination and management. To truly strengthen and improve Party committee's leadership over the work of

the Party school is the fundamental guarantee for running the Party school well.

2.2 Deepening the Teaching Reform and Improving the Teaching Quality

In order to deepen the teaching reform of the Party schools, it is a must to grasp the core and essence of teaching reform at a theoretical level, a strategic level and the level of Party spirit. The direction and arrangements of teaching reform of the Party schools shall center closely on learning Deng Xiaoping Theories to well set educational courses, mainly "Theoretical Principles," "World Vision," "Strategic Thinking" and "Self-possession of Party Character," which not only stick to Marxism, but also fully adapt to the great transition into the new century and new developments of China. The teaching reform of the Party schools in universities shall also adapt to the overall situation. The teaching reform shall be deepened, teaching methods and teaching quality shall be improved in Party schools. University students have basically mastered the basic theories of the Party by taking "the two courses." What they lack are the ability to put theories into practice, and that to specifically understand and analyze problems. Therefore, courses shall be given by level and major, in a timely and targeted way, in Party schools. In the reform of teaching, modern means like multimedia teaching shall be used as much as possible; a "remote teaching network" of the Party school shall be built actively; and a "red website" on the education of Party schools shall be built in the college. A typical example would be the "red website" built by Huazhong University of Science and Technology recently—Party School Online, which is very popular with the students. Secondly, the teaching methods must be enriched and the teaching effect must be enhanced. Besides the traditional teaching mode, scientific teaching methods—like holding public lectures on the political and economic situation, remote online thematic teaching, thematic discussions and competitions of the knowledge of Party history, and watching movies on patriotism—may be adopted. In practice, multiple forms of social involvement activities may be held; effective ways of connecting theories with the reality may be expanded; and social involvement activities like questionnaires on social problems, service for public good, visits and observations may be carried out to help university students feel the greatness of the Party, the achievements of the reform and opening up and social vicissitudes in China, help them set up correct views on life and the world and values, and improve their abilities, mould their sentiments and shape their character in the socialist economy. All in all, only by always improving their teaching methods can Party class teachers become more inspiring, appealing and attractive in education; fully mobilize students' enthusiasm, initiative and creativeness; and achieve the ideal teaching effect.

2.3 Improving Faculty Building and Establishing a Highly Efficient Work Mechanism

Having a good faculty is the basis of strengthening the building of Party schools in vocational colleges, and a highly efficient work mechanism is the basic guarantee for improving the school-running quality and level of the Party schools. A great deal of detailed work has to be done in building a highly capable faculty: firstly, strict requirements on the qualification of Party school teachers have to be developed and Party school teachers shall not be appointed randomly; secondly, the situation where Party school teachers are all part-timers has to be changed, and a professional faculty with upright, capable and highly qualified members has to be built on related majors and subjects; thirdly, experts and scholars in related sectors may be invited from outside the school and appointed as visiting professors to give thematic reports on related topics; fourthly, teachers' studies, working and living conditions have to be truly improved, and teachers shall be organized for extra curriculum activities and social investigations, and they shall be ensured the opportunities to further their studies and take part in the college professional title appraisal, and salaries and welfare like the other full-time specialized teachers so as to keep the faculty stable. Work needs to be done in the following aspects in order to build a highly efficient work mechanism: to start with, to build a highly efficient management coordination mechanism, that is, each and every vocational college shall build a Party school affairs committee whose principal shall be the secretary of their respective Party committee, under which there may be an independent office or department attached to the organization department or other departments and equipped with full-time cadres and staffs to take charge of the daily operation and management of the Party school; secondly, when conditions are ripe, to actively advance the work mode of two-level (college-level and department-level) Party schools, clearly define the trainees and objectives of the two-level Party schools, and build an organizational structure with rational division of labor and responsibilities, and clear hierarchy; lastly, to complete the rules and regulations of the Party schools and further standardize the building of Party schools in vocational colleges. To build sound rules and regulations, the Party schools of vocational colleges have to improve the established rules and regulations, and build an omnibearing, multi-level and whole-process management system from the selection of students, theoretical examination, practical examination and course completion examination; and to build a strict students' examination system. When running Party schools, the school-running philosophy of "open-door enrolling, focus on examination, quality improvement and guaranty of level" shall be sustained. The comprehensive performance of the Party school students when they complete the courses may be averaged by weighing their performance in attendance

examination, thoughts report examination, involvement in social activities for public good, theoretical paper examination, which then will be good for the school-running quality of the Party schools and the reputation of the Party schools in the students and teachers.

2.4 Taking the Scientific Outlook on Development as the Guidance and Correcting University Students' Motives to Join the Party

University students are in the transition from campus life to social life. Some of them are not clearly motivated to join the Party, and some may not be clear enough the purpose they join the Party. The superficial or wrong idea that it is honorable to join the Party; that one would benefit from joining the Party; and that it is decent to join the Party has to be abandoned. Only by correcting the motive to join the Party can one meet the requirements, set in the Constitution of the Communist Party of China, on a Party member. Or it will be hard to ensure the progress and purity of the Party, even bring heavy losses to the Party. Therefore, the Party organization has to make it the most basic requirement on the candidates for joining the Party to correct their motive to join the Party; and take it as an important link and measure for ensuring the quality of new Party members to observe their motive to join the Party and help them correct their motive to join the Party. As the enhanced influence of different domestic and foreign thoughts on university students since the establishment of the market economic system, the thoughts of university students have become diversified. In order to meet the demand for talent cultivation in the new era, it is a must to take truly effective measures to promote the effect of education and trainings of the Party schools for students. First, the building of ideology and politics must be made the primary task in the building of Party schools. Party classes shall help the students solve their doubts and conflicting thoughts, give them correct guidance in theory and in practice. Work has to be done to help university students be first spiritually qualified for joining the Party, be firm in their belief in communism, and willingly resist the erosion of wrong thoughts and unhealthy trends. Second, patriotism education must be strengthened to bring out from the students their love for the Party. Their love for the country will more than often be sublimated into the love for the Party and socialism. Patriotism education is a foundation for correcting the university students' motive to join the Party. Third, students shall get involved in social practices to exercise themselves and become mature. Marxism holds that people do not get correct ideas automatically or inherently, but through the process of practice—understanding—practice again—understanding again.^[2] Following the principle of "grassroots-oriented, close and convenient, deep into the reality, valuing substantial results," Nanjing Institute of Industry Technology combines receiving education with making contribution, holiday activities with daily activities, centralization with decentralization

to well organize demonstration activities. Fourth, positive examples are used to encourage the activists. Fifth, the process of cultivating Party school students is strict. The Party committees of the colleges (departments) shall also pay great attention to the building of secondary Party schools. In particular, in vocational colleges where secondary Party schools are established, the general Party committees have to be strict, stick to the standards, and ensure the quality of Party school students. Sixth, websites on the ideological and political education of university students shall be established to open new battlefields for Party building in university students. The correct direction of online opinions shall be controlled; wrong voices must be fought back against forcefully; negative and baneful impacts of the network shall be positively resisted; and efforts must be made to explore the methods and ways of online education.

2.5 Increasing Investment in School Running and Ensuring the Sustainable Development of Party Schools

The Party committees of vocational colleges have to set great store by the “software” and “hardware” construction in the building of Party schools so as to ensure the needs to build and develop the Party schools. Firstly, giving classes to the Party schools shall be involved into the college educational administration system; and more supports shall be given to projects on Party classes. It allows the teachers of courses on the Party to get equally remunerated, enjoy the opportunities for furthering their studies and training opportunities as the other specialized course teachers, and to improve their own theoretical deposits. Besides, teachers giving Party classes shall be

supported by fund for doing course-related project like the specialized course teachers; the reform of the curricula reform in the Party schools shall be intensified; and an overall syllabus, teaching textbooks and teaching plan shall be developed to the reality of the college. Secondly, the construction of related “hardware”—like computer, multimedia and the network of the Party schools—has to be strengthened. Thirdly, theoretical studies in the Party school building in vocational colleges have to be strengthened to make achievements in theoretical studies to better guide the practice.

Party schools in vocational colleges are a furnace for training college students who are activists to the Party; and the cradle of cultivating the reserves of the Party. To achieve sustainable development, the Party schools in vocational colleges will face both opportunities and challenges. However, as long as we fortify our conviction in them; march along with the times; and make bold innovations, we would surely be able to cultivate a group of qualified Party builders, who are ideologically and politically sound and with high professional competence, and inject greater vitality to the Party’s cause.

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