

Decision of the GAC on Strengthening the Formal Education of Schools for Disabled Revolutionary Soldiers

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Disabled revolutionary soldiers were gloriously wounded in the revolutionary war, resulting in their disability. They are generally young, politically conscious, but with low levels of education and a strong desire to learn. Many of them are only mildly disabled; although they have lost some of their health, this does not hinder their ability to work. In addition to providing preferential treatment and pensions, the state should actively educate these disabled revolutionary soldiers to cultivate them into various talents for the construction of New China.

Although schools for disabled revolutionary soldiers have been established in various places in the past, some places have not treated them as a cause for cultivating construction talents, exhibiting a phenomenon of emphasizing physical care but not education, or even mistakenly regarding them as a burden. This is neither in line with the needs of national construction nor with the requirements of the majority of disabled revolutionary soldiers, and is therefore incorrect. In order to correct this phenomenon and strengthen the formal education of schools for disabled revolutionary soldiers, the following decision is hereby made:

- I. Schools for disabled revolutionary soldiers are established to cultivate and improve the cultural and scientific knowledge of disabled revolutionary soldiers, enabling them to continue their studies and become various talents for the construction of the country. In the People's Republic of China's education system, such schools are equivalent to worker-peasant accelerated secondary schools and worker-peasant accelerated primary schools. Existing schools for disabled revolutionary soldiers that have not yet provided formal education should be reformed according to this decision to enable them to assume the responsibility of educating and training disabled revolutionary soldiers.
- II. Schools for disabled revolutionary soldiers should be run by the provincial (prefectural) people's governments; larger administrative region people's governments (military and political committees) may also establish them as needed. The civil affairs departments will assume administrative leadership, while the education departments will be responsible for assisting and guiding their teaching practices, reviewing materials, and handling matters such as advancement and transfer. Regarding teacher allocation, the personnel and education departments should make appropriate adjustments and solutions.
- III. Existing students of schools for disabled revolutionary soldiers, and disabled revolutionary soldiers who have not yet completed their demobilization procedures, except for severely disabled individuals unsuitable for formal study who should be sent to revolutionary disabled soldiers' reformatories, regardless of gender, age, or rank, may, with the approval of the civil affairs departments of provincial or higher-level people's governments, be enrolled in appropriate classes within regular schools for disabled revolutionary soldiers according to their educational level. The duration of study and curriculum of such schools should be in accordance with the regulations of the Ministry of Education of the Central People's Government regarding worker-peasant accelerated secondary schools and worker-peasant accelerated primary schools. After graduation, students will pursue further studies according to national construction needs and their personal wishes. Those suitable for employment will be assigned jobs by the personnel department.
- IV. Students of revolutionary disabled veterans' schools should generally not be temporarily transferred during their studies. However, upon acquiring certain cultural knowledge, they may, with leadership approval, transfer to appropriate technical schools or professional

training classes to enable them to find employment as soon as possible and meet the needs of national construction. When recruiting students for technical schools and professional training classes, all departments should give priority to their admissions under the same conditions.

- V. Revolutionary disabled veterans' schools adopt a principal responsibility system. One principal is appointed to oversee all school work; a deputy may be appointed when necessary. Depending on work needs, two departments may be established: an education department and a general affairs department, each responsible for education and general affairs respectively. The principal, vice-principal, and directors of education and general affairs are appointed by the civil affairs department in consultation with the personnel and education departments. The organizational structure of the schools may refer to the establishment of worker-peasant accelerated secondary schools and worker-peasant accelerated primary schools, and should be equipped with a certain quality and quantity of political personnel.
- VI. The funding for schools for disabled revolutionary soldiers shall, for the time being, be covered by the preferential treatment funds. The standard for the supply of living and teaching expenses for students shall be based on the principle of meeting the needs of regular teaching, and the specific standards shall be formulated by the Ministry of Internal Affairs of the Central People's Government in consultation with the Ministry of Finance. VII. The civil affairs departments of the people's governments (military and political committees) of the major administrative regions shall, based on this decision and taking into account the actual conditions of each region, formulate specific implementation measures, which shall be submitted to the Ministry of Internal Affairs of the Central People's Government for approval and implementation.