The Practice System of Peiping Preschool Education Normal School and Its Contemporary Significance
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**Keywords:** Fragrant Hills Protectory, Peiping Preschool Education Normal School, Practice system

**Introduction**

*From "Charity Bureau" to "Fragrant Hills Protectory"*

Peiping Preschool Education Normal School (hereinafter referred to as PPENS) can be traced back to Charity Bureau, which was founded by Mr. Xiong Xiling. Mr. Xiong Xiling (1870-1937), a native of Fenghuang County in Hunan Province, was once a scholar and a Tien Si (a person who passed all three examinations held by the government in Qing Dynasty). He served as the minister of finance of the Beijing government from March to July 1912 and as the premier of the state from July 1913 to February 1914. In December 1915, when Yuan Shikai proclaimed himself emperor, Mr. Xiong resigned from the council of state to his hometown and urged Yuan to abdicate. When Zhang Xun supported Pu Yi (the last emperor of Qing Dynasty) to restore, Mr. Xiong sent a telegram to condemn him. Since 1917, Mr. Xiong has cut himself off from the political circles and devoted himself to education, charity and patriotic social activities. The most outstanding achievement of Xiong’s life is that he devoted the latter half of his life to education and painstakingly founded Fragrant Hills Protectory in Beijing.

In early autumn of 1917, there was heavy rain in Zhili (refers to Hebei Province) and Jingji (refers to Beijing and the surroundings), and the canal burst its banks, causing widespread floods. According to the newspaper at that time, "from Zhangjiakou in the north, the west of Xiling Fangshan in the west and Shanhaiqian in the East to the Yellow River in the south, floods covered everywhere" (Beijing Fragrant Hills Protectory Association, 1993). 103 counties, more than 19000 villages and over 6.35 million people were flooded. Zhili and Jingji were full of victims. Children were abandoned on the roadside, and even some children were marked for sale with grass tags on their heads. Mr. Xiong Xiling witnessed the tragedy and immediately asked for relief for the people. In August 1917, Feng Guozhang, the president of the Beijing government, appointed Xiong Xiling to supervise the aftermath of the floods in Jingji and Zhili. For the relief of children in disaster, in November, Xiong Xiling hired Ying Lianzhi to set up a Charity Bureau in Beijing for the adoption of the children of the victims. Charity Bureau is the predecessor of Fragrant Hills Protectory.

Charity Bureau was set up with two branches, separately for boys and girls. One was in Zhengwangfu garden on Erlong road, which recruited boys only. The other was in the former site of bacon girls' school on Fuyou street, which recruited girls only. The two branches have adopted more than 1000 children who suffered from disaster. The start-up costs and daily operating expenses of Charity Bureau came from people’s donations for the Jingji Flood Relief Association (Mr. Xiong
Xiling is the president of the association). Charity Bureau taught the children to read, sing and do gymnastics. After the floods of 1918, most of the children were taken home by their parents, but more than 200 children were still unclaimed. The Flood and River Work Supervision Office had to set up a permanent institution to adopt and educate these children, and Xiong Xiling had the motivation to set up a protectory.

The location of the protectory is first thing to consider. Before then, Xiong Xiling had raised money to build a school in Jingyi Garden of Xiangshan, in the western suburbs of Beijing, which was called Jingyi Girls' School. In addition, during the flood of 1917, under Xiong Xiling's initiative, a new road named Mercy Road was built in the western suburb of Beijing from Wanshou Mountain to Fuchengmen via Badachu. After the road was completed, the traffic from Beijing city to Xiangshan was more convenient. In view of the above two considerations, Xiong Xiling decided to build a protectory on the base of Xiangshan Jingyi Garden, so later people called it "Fragrant Hills Protectory".

After the revolution of 1911, although the Qing government had abdicated, the Republic of China still had preferential conditions for the Qing royal family and the occupation of Jingyi Garden must be approved by the former Qing royal family. Therefore, Xiong Xiling requested Xu Shichang, the President, to negotiate with the former Qing Interior Government, and the Qing Interior Government finally agreed that Xiong Xiling could set up the protectory there. The construction of Fragrant Hills Protectory started on February 17, 1919. On February 29, 1920, the board of directors of Fragrant Hills Protectory was formally established at Shangzhi School, Xishuncheng Street, Beijing. Zhao Erxun was elected as the president of the board of directors, and Xiong Xiling was the dean of Fragrant Hills Protectory. The board of directors is the top management institution of Fragrant Hills Protectory and is the "legislative body" of Fragrant Hills Protectory. On October 3, 1920, Fragrant Hills Protectory held its founding meeting. More than 700 students and two or three hundred guests attended the meeting. Since then, Fragrant Hills Protectory has been formally established.

From "Fragrant Hills Protectory" to "Peiping Preschool Education Normal School"

Fragrant Hills Protectory was founded with two schools, separately for boys and girls. The boys' school is located in the northeast of Jingyi Garden, adjacent to Jingyi Girls' school. The General Institute of Fragrant Hills Protectory is also located here. The site of the girls' school is the bedchamber of the former Qing royal family, where now Xiangshan hotel is located. At the beginning of its establishment, Fragrant Hills Protectory mainly accepted the children who were unclaimed in the floods and the children in Han and Man Nationality in Beijing. Later, it served a wider range of children and its scale was increasing year by year. In 1926, the number of students in Fragrant Hills Protectory reached 1,704. With the expansion of the protectory, the two-sex school
system was unable to meet the needs of the protectory’s development. Therefore, Xiong Xiling decided to change the system of two schools to the system of General Institute with six departments in 1926. In February 1930, the departments were renamed schools. The General Institute is the administrative center of the whole protectory, and the schools are the kindergarten, primary school, middle school, vocational department, staff department and university, six schools in total. Among them, the university is a virtual organization, and the Fragrant Hills Protectory itself does not set up a university in reality. The university mainly provides scholarships for students who intend to enter the university or have already entered the university. In 1933, the university was abolished and the Fragrant Hills Protectory changed to five schools.

PPENS has a deep relationship with the third school (middle school) in Fragrant Hills Protectory. The third school consists of two schools, boys' school and girls' school. Boys' school includes normal classes and ordinary middle schools, while girls' school mainly provides teacher education with students mainly from the primary school of Fragrant Hills Protectory. Although the girls' school is a secondary normal school, it also has distinction between junior and senior. Students who graduate from junior normal school can work as kindergarten teachers, while those who graduate from senior normal school can work as rural primary school teachers. In addition, the girls' school specially set up a nursing class in 1926 for the students who graduated from the primary school of Fragrant Hills Protectory with poor academic performance. The training period was two years. After graduation, they could work as nurses in kindergartens or hospitals. For some of the older girls studying in junior normal school, in order to help them to work early, the girls' school also set up a senior normal accelerated class. That is to say, they could graduate with one more year studying in senior normal accelerated class after they completed their studies in junior normal school. In addition, the third school continues to expand the scope of teacher education in order to train more special talents.

In September 1930, Fragrant Hills Protectory began to form preschool education normal department in girls' school. On October 1, Xiong Xiling invited Zhang Xuemen (a famous Chinese early childhood educator) to be the director of the preschool education normal group of experimental normal education committee, and cooperated with Chinese Association for Education Promotion to establish the Preschool Education Normal Department. The Preschool Education Normal Department was initially set up in Jianxinzhai of Xiangshan, with 30 students enrolled for two years. The major of them graduated from the primary school of Fragrant Hills Protectory. On July 4, 1931, the Preschool Education Normal Department moved from Jianxinzhai to the site of Chinese Association for Education Promotion in Xisi Emperor Temple in Peiping, which is now the site of 159 middle school. It was renamed PPENS with Zhang Xuemen as its principal. In August 1933, due to the serious shortage of funds, the boys’ school and girls’ secondary normal school in the third school of Fragrant Hills Protectory were forced to close down,
Fragrant Hills Protectory only left the girl's preschool education normal school. Therefore, PPENS is actually one part of Fragrant Hills Protectory.

PPENS is an experimental school. As Mr. Xiong Xiling said, "The education in this school does not model itself on the United States or imitates Japan, and it aims to create a kind of experimental teaching method" (Beijing Fragrant Hills Protectory Association, 1993). From its establishment in 1930 to its end in 1937, PPENS had trained more than 300 preschool teachers in seven years, and almost each graduate in each session was snapped up. In 1932, 47 graduates of the first session were all recruited in Peiping, Shanxi, Henan, Chahar, Tianjin, Hebei and Shandong. According to Wang Biyuan, a former student who graduated in 1937, the biggest difference of the students' training mode between PPENS and other normal schools is that "most of the other normal schools focus on the knowledge teaching, while we are trained to be decathlon" (Yu Zixia, 2000). This kind of training relies on the practice in “the Combination of Teaching, Studying and Doing ".

**The practice system of Peiping Preschool Education Normal School**

*Peiping Preschool Education Normal School's curricula*

PPENS’s educational mission is very specific. It advocated that preschool education should be suitable for the national situation and the epoch, and its purpose was to train preschool education teachers who were willing to devote themselves to the civilian preschool education. Mr. Xiong Xiling believed that the preschool education at that time was meaningless for the society, except for taking care of the children for rich families so that they could have more leisure time. He pointed out that PPENS’s mission was to "train group after group of teachers and make poor children’s parents have extra time to do more productive work and be willing to strengthen their knowledge and skills in the work and reduce poor families’ life difficulties" (Beijing Fragrant Hills Protectory Association, 1993). PPENS announced to their students, " every student must have the thoughts of serving the civilian" (Beijing Fragrant Hills Protectory Association, 1993), and they had to be the person who are willing to take civilian preschool education as their lifelong career. PPENS was "a place where civilian preschool teachers were trained according to civilian kindergarten life" (Yu Bing, 1937). PPENS met the need of the society and its graduates were in short supply. It developed rapidly within three years after its establishment. In 1932, it had already developed into a preschool education normal school with both junior middle school classes and senior normal classes. Therefore, in 1932, when the students of the third class entered the school, it also changed the schooling system to three years.

The curriculum of PPENS was divided into two categories: theoretical course and practical course. Theoretical courses were properly and carefully arranged by course and class hour during three years. There were 11 courses for the first grade and the weekly class hour was 27, including 4 class hours for Chinese, English and Music, 1 class hour for Philosophy and 2 class
hours for Home Economics, Child Study, Child Literature, Children’s game, Handwork, Social Research and Natural Research. There were also 11 courses for the second grade and the weekly class hour was also 27, including 4 class hours for Chinese, English and Music. 1 class hour for party’s theory, 2 class hours for History of Education, Education Psychology, Child Health, Introduction to Early Childhood Education, Kindergarten Organization, Kindergarten Curriculum and Handwork. There were 8 courses for the third grade and the weekly class hour was 18, including 4 class hours for English, 2 class hours for Psychology, Education, Kindergarten and Elementary School Courses, Primary school Textbook Research, Teaching Method of Primary School, Child Care and Music. In addition, practice courses also ran through the students’ three-year study. There were 9 class hours’ practice per week for grade 1, 15 class hours’ practice per week for grade 2 and 18 class hours’ practice per week for grade 3. Besides, flexible "free work" was also arranged in PPENS’s curriculum, and specific weekly class hour requirements had been made for the free work among all grades. PPENS has made strict regulations on the learning objectives of each course while reasonably arranging the course and class hours.Among the above courses, Introduction to Early Childhood Education, Kindergarten Organization, Kindergarten Curriculum, Child Literature, Teaching Practice were all taught by Mr. Zhang Xuemen who was the principal of PPENS at that time.

PPENS pursued the principle of "Life is Education" and advocated the teaching method of "Combination of Teaching, Studying and Doing ". This kind of teaching thought was first embodied in the theoretical courses’ teaching. First of all, PPENS had improved the course guiding book in Dalton Plan\(^1\), developed work record, and paid attention to leave free planning in the learning activities of each course, so that students could learn by doing. Teachers previously listed the standards of each course for students. Based on the standards, teachers would work out the course schedule and the teaching schedule, and finally provided the students with work record month by month. The students could make their monthly and weekly work plan according to the work record. Student’s work schedule included three columns: work assignment, work implementation and work modification. In the first two or three days of each week, students should fill the contents of course and time into the work assignment column according to the monthly work record. If the work was finished, they should fill "work completed" in the work implementation column every day. If not, they should fill in work modification column with the modified reason and the remedial measures. The formulation of the monthly work schedule was similar to the weekly work schedule in general, except that it contained four weeks’ plan. At the end of each month, the teachers would check the students’ monthly plan according to the work record, course schedule and teaching

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\(^1\)Dalton Plan is a teaching method founded by American educator Ms. Games Helen Parkhurst. Chinese newspapers introduced this teaching system and experimented in a few schools since 1922.
schedule and evaluated their achievements. Secondly, the study of theoretical courses was not limited to the classroom. Nurseries, kindergartens, primary schools, workshops and the society were all places for students to study. Teachers spend more energy and time in guiding students to learn living knowledge outside the classroom. Thirdly, teachers' class teaching was weakened in the theoretical courses. Teachers only spend one third of the teaching time on lectures in each theoretical course, and students studied by themselves the rest of the time. Finally, the assessment of students' academic performance in theoretical courses focused on students' daily performance and work gains. There were no term tests. PPENS examined the students' academic performance in theoretical courses, including examining their actual work, reviewing their investigation notes, examining their investigation report, examining their named experiment and so on. Teachers should assess students' performance in each course in terms of knowledge, skill, interest, habit and attitude. It could be seen from the above that the theoretical courses of PPENS were not limited to the book knowledge teaching in the classroom, but paid more attention to students’ practice. The teaching of theoretical courses attached great importance to students' personal experience and practical operation.

*Peiping Preschool Education Normal School’s practical course*

PPENS’s practical course embodies a concentrated reflection of the teaching thought of “the Combination of Teaching, Studying and Doing”, which is the biggest characteristic that distinguishes it from other normal schools. According to the principle that people who can ride horses learns from the horseback, PPENS especially emphasizes the students "to practice in the filed"(Zhang Xuemen,1941). Therefore, PPENS has attached great importance to the building of practice base since its establishment, and finally formed a network of practice base including Central kindergarten, Civilian kindergarten, Nursery of Fragrant Hills Protectory, primary school and rural kindergarten experimental area. The center kindergarten was set up by PPENS. It is the main place for the students of PPENS to practice and is PPENS's teaching center. Civilian Kindergartens are free kindergartens founded by students in PPENS by using their spare time and the idle resources. All of the work of these kindergartens is undertaken by the students and it is a main place for the students to practise in their second-year. Nursery of Fragrant Hills Protectory accepted children born to four years old, with large scale and sophisticated equipment. Students mainly practice here in order to understand the physical and mental characteristics of early kindergarten children and general knowledge of infant care and education, practice health care, child nutrition, dietary cooking, and infant clothing cutting and making. The primary schools mainly include the second school of Fragrant Hills Protectory and Tianjin Nankai primary school. The practice in primary school enables the students to understand how kindergarten children should be prepared in terms of knowledge, behavior, interest, and attitude before entering primary school,
laying a good foundation for children to enter primary school. In addition, under the guidance of Mr. Dai Zian, PPENS also established a rural kindergarten experimental area, and opened three rural kindergartens in Luodaozhuang, Walnut Garden, and Dianchang in the western suburbs. The rural kindergarten experimental area is the main place for the students to practice in the second semester of the third grade.

With the support of the perfect practice base, PPENS has formed a relatively perfect practice system of "three stages and four steps". The three-stage means that the school has arranged practice in each grade. The four-step means that the practice includes visiting, probation, trial teaching and tutoring four steps. To be specific:

The first semester of grade one is visiting, nine class hours a week, completed by 3 times. First of all, the students should first visit the kindergarten site, kindergarten house, equipment, teaching aids, teaching design, teaching of various subjects, games, kindergarten work and life overall planning, etc. and observe the teachers' attitude, skills, interests, habits and appearance, as well as the teachers' treatment of children's problems. The purpose is to enable normal students to develop basic concepts for kindergartens. Then the students would be arranged to visit other types of kindergartens. The purpose is to broaden their horizons, enrich their knowledge, further strengthen and enrich the basic concepts they have formed. The scope of the visiting not only includes kindergartens, but also single-grade rural primary schools (primary schools with only one grade) and nurseries. Mr. Zhang Xuemen believes that the students may teach in elementary schools, especially single-level primary schools in the future. Therefore, visiting rural single-level primary schools should also be one of the focuses of the practice. The purpose of visiting the nursery is to understand the childcare situation of children between the ages of two and four, the similarities and differences of childcare situation between the nursery and the kindergarten, and how to coordinate the teaching or childcare in the kindergarten with nursery included (Dai Zian, 1994). At this stage, the internship tutor is the first instructor of the students, and the kindergarten teacher is their assistant tutor.

The second semester of the first grade is the probation period, which is also nine class hours per week, divided into three times. Students from PPENS went to the center or affiliated kindergarten three mornings a week to get familiar with various activities, including how to arrange the environment, how to prepare teaching materials, how to make teaching aids, how to design courses, how to participate in administrative work etc. At this stage, the internship tutor and kindergarten teacher jointly serve as the first instructor of the students, and the internship director and the tutor of the education section act as the tutors to assist. The purpose of this stage of practice is to enable the students to form the basic concept of child care and education and master the basic teaching ability.
The whole school year of grade two is a trial teaching period with fifteen class hours per week. In the morning, the students attended school, and in the afternoon, they went to open the civilian kindergartens outside the school. The students served as the principal and teachers of the civilian kindergarten. At that time a total of twelve civilian kindergartens were run. In this stage, the content of the practice not only involves all aspects of kindergarten education and teaching, such as students’ recruitment, material selection, teaching plan writing, curriculum implementation, teaching self-review, but also includes kindergarten administrative work. Students are mainly engaged in independent practice in this stage, and the internship instructor act as a consultant to provide counseling when students are in need. Kindergarten teachers and internship tutors guide and supervise students occasionally, and then the registrar, the principal, and finally the others. Because there is always someone to care about and observe, the students' trial teaching work do not dare to slack off. The purpose of the trial teaching phase is to enable the students to comprehensively exercise their practical ability to engage and lead a kindergarten.

The entire year of the third grade is a tutoring period, with eighteen class hours per week. In the first semester, the students spent half of their time practising in the nursery of Fragrant Hills Protectory, and half of their time in the first grade of primary school (such as the primary school in Fragrant Hills Protectory and Tianjin Nankai primary school), and the second semester in the rural education experimental area. In addition, in order to strengthen the connection between students and the society, the scope of practice is also expanded to the family. Students also went to nutrition stations, health stations, tutorial classes and other social institutions for guidance. The scope of practice is no longer limited to kindergartens, but extends to the general public. This stage is mainly based on the students' independent practice, and the internship instructor only gives guidance when necessary. The purpose of this stage of practice is to effectively improve the professional value sense and professional identity of the students by participating in the tutoring work, and further improve their ability of comprehensive analysis and problem solving.

In addition to the practical courses, other practical activities such as housework practice, nature practice, children's literature practice, manual practice and games are also valued by PPENS. The first is housework practice. At ordinary times students clean the house, buy food to cook and mend clothes, in winter they knock on coal and make a fire. All of the above work are completed by the students themselves. Not only that, but also PPENS let the students take turns to take care of the children, arrange their schedules, and take care of their food and clothing. The second is natural practice. Fragrant Hills Protectory allocated two acres of land, requiring students to grow their own vegetables; others such as raising animals (such as rabbits, chickens, pigs, silkworms, etc.) and planting fruit trees, also needed the students to complete by themselves. The third is children's literature practice. The students collected folk materials and compiled them into stories, and created
children's literary works by themselves. PPENS requested the students to try teaching the children by using these materials so as to enrich the contents of the children’s education. The fourth is manual practice. PPENS encouraged the students to learn clay playing, paper folding or cutting, woodworking (such as making a canoe, doll bed, wooden dog) etc, to meet the needs of kindergartens. The fifth is game practice. Each game Children in kindergartens play, the students must practice once and make a record, copy them into a book or make a series, in order to enrich the cultural life of young children.

Besides, many practice courses have developed into societies. Such as the establishment of Literature Society. The students founded the publication "Song Tao", with Zhang Xuemen, Gao Tao and Liang Peizhen as their instructors. The Music Research Society was also established. Its instructor was Mr. Lao Zhicheng, who was famous in the musical circles those years. He instructed the students to practice piano, compose music, and also hold concerts. The Art Research Society mainly collected folk art works, made toys, and made art works by clay playing, paper-folding and clipping. In addition, Preschool Education Research Society has been established, too. It did researches on curriculum organization, teaching material and teaching method of kindergartens by natural research and social investigation, and compiled preschool education books and magazines, which promoting the researches of preschool education in Peiping and Tianjin. The society’s instructors were Zhang Xuemen, Liang Peizhen and Zhang Yiyuan. The students could choose these societies for themselves according to their interests.

PPENS has explored a Chinese way to train preschool teachers in China, which plays a very important role in the development of preschool teacher education in modern China. Perfect and solid practice system, as the school-running characteristics of PPENS, is worthy of praise. From the view of time, the school has formed a three-year consistency practice model of "first-grade observing, second-grade doing and third-grade managing"; From the perspective of practice space, the school has expanded the practice places from kindergartens to nurseries and primary schools, from inside schools to outside schools, from the cities to the countrysides, paying great attention to the building of the practice bases inside and outside the school; From the point of practice content, the school has expanded the contents of the practice from preschool education to infant care and primary education, from teaching practice to housework practice, natural practice, children's literature practice, manual practice, game practice and other aspects of life. Because of this practice system, the students trained in each grade of this school can directly engage in the corresponding educational work after leaving the school. After completing their courses in the first grade, the students can basically serve as kindergarten assistant teachers; After finishing their studies in the second grade, the students could be a kindergarten teacher or director. After graduating from the third grade, the students can serve as the teacher or director both in the low grades of primary schools and nurseries, even can open
kindergartens independently. PPENS has trained plenty of applied teachers in high quality, who are favorably received by the employers.

**The Contemporary significance of Practice System in Peiping Preschool Education Normal School**

Although compared with the curricula in today's schools which cultivate preschool teachers in China, the curricula of PPENS are lack of basic subject courses, educational research methods courses and others. The practice system of PPENS is undoubtedly worthy of reference for them.

**Clear the educational goal and locate the practice specifically**

Educational goal is the direction of talent training, determines the specification of talent training, and is the important basis for professional curriculum. PPENS aims at cultivating early childhood educators who can truly connect the society with children. From the very beginning, it has established a clear educational goal, and it hopes to cultivate students with scientific minds, labor skills, religious enthusiasm, civilian life and the spirit of solidarity(Xiong & Zhou, 2001). PPENS adhere to the principle of "life is education", and advocate that students should forge the above qualities in life and in the career of serving the civilians. So that the emphasis on practice is the inevitable choice. Nowadays, the training schools for preschool teachers in China include preschool normal schools (mainly recruiting junior middle school graduates), secondary or higher vocational and technical schools, normal colleges for professional training, normal universities and comprehensive universities. These institutions’ training goals are not differentiated enough. There is a phenomenon of "all-inclusive" in the goals, the vocabulary of applied talents, innovative talents, compound talents and other words are often used in the training goals of various schools, colleges and universities. The training goals are not targeted precisely. It is suggested that these institutions at different levels should make a hierarchy distinction in talent training goals, and the numbers and contents of practical courses should also be different accordingly.

**Prolong the practice time and strengthen the continuity of the practice**

At present, the practice time of preschool teacher education in China is generally short and mainly centralized. Take the preschool education major of the author's university as an example. Before 2018 the major only included two practical courses during four years, five major fields education course practice and graduation practice. Five major fields education course practice, 5 credits and five weeks, is arranged in the first semester of the third grade; the graduation practice, 4 credits and four weeks, is arranged in the second semester of the third grade. Such practice arrangement caused a lot of problems. For example, the students are more engaged in activities such as assisting the childcare, looking on the teaching, and cooperating with teachers. It is difficult for them to actually participate in the teaching, let alone the administrative or management work of the kindergarten. The students can’t gain the ability to comprehensively control the kindergarten. In addition, due to
the lack of continuity, students cannot gradually deepen their understanding of early childhood education, which is not conducive to students’ in-depth understanding of early childhood education. Starting from 2019, our university began to modify the professional talents cultivation projects. Except the original two practice courses, the university added one practical course of one week in each semester, from the second semester of the freshman year to the first semester of the senior year. However, the credit, the continuity and practicability of the practice, and the financial support of the practice should be further clarified.

*Expand the practice scope and enrich the practice content*

PPENS not only arranges students to practice in kindergartens, but also in nurseries and primary schools. The practice covers a wide range, which enables students to fully understand the rule of preschool children's psychological development, and take corresponding educational measures, especially in the transitional stage of education. At present, kindergartens are still the first practice choice for most of the institutes for teacher education in China, and only some of them involve the primary school. For example, in the second semester of the third academic year, preschool education major of East China Normal University will arrange students to practise in kindergartens or primary schools for 3 weeks. Some students will practice in earlier education facilities. As earlier education facilities are private profit-making institutions, they are not appreciated by preschool teacher training institutions. With the acceleration of the integration process of early education in China and the solution to the problem of transition from kindergarten to primary schools, it should be the trend of the development that the practice scope of preschool teacher training institutions should be appropriately extended to earlier education facilities and the lower grades of primary schools in the future. In addition, at present, the practice content of preschool teacher training institutions in China still focuses on educational practice, and it is rare to provide students with opportunities for administrative practice, especially setting up kindergartens by the students themselves like PPENS. The institutions should reform in these aspects, too.

*Strengthen the management of practice and enhance the effectiveness of practice*

PPENS not only has clear practice objectives, but a standardized practice process has been formed. The selection of practice bases, the arrangement of instructors during practices, and the supervision and evaluation of practice processes also have clear regulations and requirements. At present, the practice management of Chinese preschool teacher education institutions is still relatively loose, the management system is still imperfect. The practice bases and the preschool teacher education institutions have not form good relationship. Many practice bases are only listed bases in name, and some of them accept the students to practice once every few years. The practice places are often got by the practice instructors’ personal connections. In the practice, the instructors are only professional teachers from the preschool teacher education institutions, and there are no
kindergarten teachers as the assistant instructors for students. The practice process is relatively casual, and the supervision of the practice is not strong enough. The students' practice results are often evaluated by a practice report and an activity design with the print version. The evaluation doesn't pay attention to the students' practice process. Learning from the practice management system of PPENS, Chinese preschool teacher education institutions need to continue to strengthen the construction of the practice bases, reasonably arrange the practice instructors, strengthen the supervision of students' practice process, and continue to improve the evaluation mechanism of practice.

References

Abstract
Peiping Preschool Education Normal School is one part of Fragrant Hills Protectory. From its establishment in 1930 to its end in 1937, it had trained more than 300 preschool teachers in seven years. Peiping Preschool Education Normal School has explored a Chinese way to train preschool teachers in China, which plays a very important role in the development of preschool teacher education in modern China. Perfect and solid practice system, as its school-running characteristics, is worthy of praise. From the view of time, the school has formed a three-year consistency practice model of "first-grade observing, second-grade doing and third-grade managing"; From the perspective of practice space, the school has expanded the practice places from kindergartens to nurseries and primary schools, from inside schools to outside schools, from the cities to the countryside, paying great attention to the building of the practice bases inside and outside the school; From the point of practice content, the school has expanded the contents of the practice from preschool education to infant care and primary education, from teaching practice to housework practice, natural practice, children's literature practice, manual practice, game practice and other aspects of life. After graduation, the students can serve as qualified kindergarten assistant teachers,
kindergarten teachers and directors, nursery teachers and primary school teachers, and can even found a kindergarten. The practice system of Peiping Preschool Education Normal School is worthy of reference for present Chinese preschool teacher education.