

Long March Education (LME)

长征教育

A Components of LME 长征教育基础形态

1) Curatorial practice on stimulating and organizing an event 一种组织方式、动员方式的策划

2) Interpretating an idea 一种观点表述

3) The Locale 一个现场

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Topics and Interrelationships 包含话题和相互影响

a Social development 社会发展

b Cultural re-interpretation 文化转译

c Thought Communication 思想传播

d Text Production 文字转换

e Social Mobilization 族群迁移

f Individuality in the development 个体生命在漫长历程里的变化

B Production material for LME 长征教育生产资料

1) Body Experience 身体经验

a Case study: Discussions on toolkit and revision of the curriculum

“*Yanchuan Primary School Papercutting Education Project*”(2006-2009) (Documentary)

案例：“延川中小学剪纸艺术教育项目”对于锻造地方民间艺术教学工具箱的讨论，关于教材修订以及延伸部分（录像）

2) Exchangeable and informative Visual Material 可交流、可交换信息的视觉材料

a Case study: “*The Great Survey of Paper-cuttings in Yanchuan County*” (2004) (Selected survey forms)

案例：“延川剪纸大普查“(2004)（剪纸作者档案精选）

b Case study: Toolkit of folk art education developed from “*Yanchuan Primary School Papercutting Education Project*”(2006-2009)

案例：“延川中小学剪纸艺术教育项目”(2006-2009)地方民间艺术教学工具箱

1) Curriculum in test and revised 教材试行本/修订本

2) Teaching manuscript from teachers (selected) 美术老师教案（精选文本）

3) Paper-cuttings from students (selected) 学生作业精选（剪纸）

4) Contexture material of the project (maps and data information) 延川美术教育情况（资料、地图）

3) People and social networks 人与人之间的活态、真实的社会关系

a Discussion about institutional Education system

Case study: *Yan'an Education Forum* (2006) (Publication)

讨论院校美术教育系统 — 案例：延安艺术教育座谈会（2006）（出版物）

b Attempt to built up a Non-Profit Organization learning system

Case study: “*the Rhizome Forums*” (2009-2011)

尝试建立 NPO 之间的相互传授系统 — 根茎论坛（2009-2011）

c Knowledge building structure between regional cultures

Case study: Ho Chi Minh Trail Project (2009-2011)

(Documentation video, presentations and discussions transcriptions from “Long March Education Platform 1: Ho Chi Minh Trail”)

区域文化之间建立知识共同生产的关系 — 胡志明小道 (2009-2011)

(“长征教育第一期：胡志明小道”讨论、陈述文本及纪录片)

C Structure of LME 长征教育基本形式

1) Nature of the structure 形式的性质

- a Communications 传播
- b Connections 关联

2) Existing forms 形式结构

- a Display 展示
- b Interpretation 阐释
- c Production/Experiment lab 生产/试验
- d Distribution 分配

D The Methodology of LME 长征教育工具箱

1) Methodology 1: Stresses adaptation to local and temporal circumstances — Inquiry: Self-criticism v.s. questions from others

方法 1: 主客体的问询和置换 — 提问: 自我批判 – 他人提问

2) Methodology 2: continues to seek the implementation of its aims particularly in the face of seemingly insurmountable setbacks — Practice:

a Reading Experience v.s Individual Practices

b Collective Experience v.s Others Experience

方法 2: 理想与现实关系非目的论的探寻 — 实践:

阅读经验 – 个人实践

集体经验 – 他人经验

3) Methodology 3: Seek dialogue with history through space, believing space has memory — Exchange:

a Psychological v.s. Visual Space

b Self-consciousness v.s. Private Space

方法 3: 通过空间寻找一种与历史的对话 — 交换:

心理空间 – 视觉空间

自我意识空间 – 他人空间

i Long March Remain: Memories will be revisited

关注长征遗物 — 将被重访的记忆

ii Residency experience and mobility experience: Residency as a stimulation to art and knowledge production

关注驻地经验和移动的经验 — 用驻地的方式来刺激艺术和知识的生产

iii In and Out relationship: manner of thinking in exchanging positions, effective communication, verify the effectiveness of existing knowledge structure

关注外部和内部的关系 — 需要不断在涉及群体中换位思考已获得与对方的有效沟通, 并置与更广阔的环境关系里重新检验已有的知识结构和生效模式

iv Local and International: mutually constitutive relationship between modernization and localization

关注国际和本土的关系 — 现代性和本地化的双重塑造

v Mediums without boundaries: Long March Project as a social medium, its nature is decided by the encountered event, it could be artistic, political or social nature

关注无界限的媒介 — 长征计划作为一种社会的媒介, 它没有固定的形式, 可以是艺术性的, 政治性和社会性的, 性质由所参与的事件决定