

On the Connotative Value and Practice of "Manifold Events" in Art Education of Chinese Universities

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Abstract

Starting with the phenomenon of "Ivory tower of art education" in Chinese universities, this study analyses the causes of "Ivory tower of art education" phenomenon. Secondly, it points out that the connotative value of "Manifold Events" lies in promoting students' socialization growth. Finally, the study concludes that through the connotative value and practical process of "Manifold Events" in Zeyuan, a good art education model in Chinese universities should be carried out simultaneously with "Curriculum model + Socialization growth model of Manifold Events".

Key words: Manifold Events, Ivory tower of art education, socialization growth, Zeyuan

Introduction

In the process of "teaching" and "learning" of Chinese universities art education, the phenomenon of "Ivory tower of art education" only concentrates on professional skills and ignores social affairs". For example, the calligraphy thought that they only need practicing brush strokes, the fine arts thought that they just want to draw well, then the students of the dancology just need to have physical training every day, the musicology thought of just singing or playing instruments well that would be all right. Among the process of art education, little attention has been paid to integration with the social environment. Even more, there is a common saying in society that most graduates of art unemployed. After receiving art education in the universities, even the basic social survival skills go wrong. Art can be described as "a servant girl whose heart is higher than heaven and fate is thinner than a paper". This phenomenon of "Ivory tower of art education" which does not really understand art education and knows nothing about the current social environment, even the basic social survival skills cannot be grasped solidly is worrying.

1. The root causes of the Ivory tower phenomenon of art education in Chinese Universities

Firstly, the professionalism of art disciplines can easily cause the teaching link or learning process to focus on the improvement of skills and neglect the social application. For example, when an academic conference requires students to submit a theoretical paper, someone will jump out and say

that he/she is an artistic creator and that their handwriting or dance or a song is their thesis. Why should I engage in theoretical research? In addition, there are some very diligent artists who practice their professional skills day after day, night after night, but still find it difficult to obtain or even satisfy their own artistic expression. It's all because they are caught up in their own specialty and they can't extricate themselves. At this time, the fundamental question in the teaching & learning process is that they do not ask what the society needs, or what the humanistic feelings are.

Secondly, the paranoid epistemology of "all things are inferior, only art is high".

The phenomenon of "Ivory tower of art education" originates from Chinese people's understanding of art. In China, it is not easy to get into a university. Like thousands of horses crossing a single wooden bridge, it is easy for college students to develop an epistemology of Chinese people's reading consciousness that "everything is inferior, only art is high". They think that "pure art is noble, and the art of social integration is vulgar". What is "pure art"? The author asked some teachers and students of art education in universities. They did not give a clear definition. They just thought that they should not bow to the society and be politically linked. They thought that the art that was only made in the name of art was less vulgar. In fact, art comes from life and is higher than life. Living in society inevitably requires us to integrate into the melting pot of society. Learning art but not going deep into social observation, how to talk about profound artistic creation and learning? Nowadays, almost all the mature art education in the world require that the setting of art education curriculum be integrated with the social environment and keep pace with the development of the times. For example, when it comes to Hollywood's film and television industry, it is closely related to the idea that art education in universities such as New York University, Columbia University and the University of Southern California should be integrated with social industry.

Thirdly, the current curriculum of art education in Chinese universities is single, focusing only on the teaching and learning of professional knowledge and skills, which deviates the curriculum set up from the need of the society. In the general sense, the art education curriculum in universities usually refers to a large number of "curriculum models" arranged by students to impart skills and knowledge.

Several art education courses in some universities were investigated and it was noticed that the design of these courses is limited to emphasizing professional knowledge and skills. They are designed in such a way that they just need to be concerned about the growth of professional skills, but seldom the growth of students themselves. For example, they even don't know how to get along smoothly with people in a company on the basis of professional skills after graduation. In the reform of art education in some Korean universities, students majoring in art education not only need to qualify for their own courses, but also choose to study other professional courses to graduate.

In view of the worrying phenomenon of "Ivory tower of art education", there are still some teaching problems such as "no change in teaching" and "no change in learning" to the art education in Chinese universities. The existence of this phenomenon of "Ivory tower of art education" significantly affects the idea of "teaching for guiding" and "learning for application". It also significantly reduces the level of confidence of art education in Chinese universities.

2. The Connotative Value of Manifold Events in Art Education of Chinese Universities

Art is a plural, and art education is no exception [1]. As far as I understand, art is not only the appearance of the work, but also what kind of training or humanistic accomplishment you need to teach or students should to learn before presenting the work. Due to the uniqueness of its art discipline, art education should increase the practical courses closely related to society from the perspective of "art education is a plural". According to the education curriculum, it is divided into formal curriculum and hidden curriculum [2], Professor Jiu Liang believes that we need to understand the upper and the lower disciplines closely related to art education. For example, philosophy, sociology, religious studies, psychology, pedagogy and so on. The formal art education curriculum refers to the curriculum arranged on the schedule of the school in terms of the direction of art specialty, while the hidden art education curriculum covers a wide range, such as the opening ceremony, graduation ceremony. Everything closely related to the students are part of the hidden curriculum. "Manifold Events" is the core component of Professor Jiu Liang's "Runze" education thought and "Runze" art education thought. He believes that education is "a beneficial activity to help people grow up gradually with wisdom embellishment", and advocated that the teachers should help students grow up in a standardized way with "Manifold Events" [3]. Life is often guided by inadvertent hidden education curriculum and the setting of "Manifold Events" is an important part of the effective implementation of hidden art education curriculum. Therefore, it is very important to implant "Manifold Events" in the process of art education.

"Manifold" as a highly abstract term in philosophy, is mentioned in Kant's Critique of Pure Reason from the original language "Mannigfaltige". It is a philosophical term used to explain all the intuitive phenomena in the world, including the phenomenal events of experience and consciousness. Kant holds that "all kinds of Manifold phenomena" are "general perceptual pure intuition = pure intuition" [4]. But the definition of "Manifold Events" in this study is "based on the plurality of art education in Chinese

universities", which is set up in addition to formal art education courses, and is beneficial for students to understand the social environment, so as to promote individual socialization growth. For the purpose, it is the core course of hidden education, which simulates social thematic events and has prescribed forms and contents. The process of art education is not only the single "teaching" and "learning" but also the "Manifold Events" which can really guide students to progress and grow. The connotative value of "Manifold Events" in art education is to promote meaningful students' social growth. This growth is manifested in such a way that when an art educator who should be engaged in the main activities of "teaching" in art education, they should form their own educational ideas and the ideas of art education, and they should teach students and lead research teams based on their own "Something". The so-called "Somethings" refers to the setting of "Manifold Events" in addition to school curriculum education. When you exist as a learner, you should know how to integrate these "Manifold Events" into professional learning, and draw nutrients from the "Manifold Events" so that you can grow up maturely and socially, and grow up to be a person with artistic creation ideas that keep pace with the times. We should learn how to use our own creative ideas to guide our artistic creation. Only in this way can we not say nothing and create something without social elements and without emptiness and boredom.

3. The Practice of "Manifold Events" in Art Education of Chinese Universities

"Manifold Events" is the core curriculum of hidden education designed by teachers to promote students' socialization growth and adaptation to social changes. Based on the necessity of art education in Chinese universities for students' socialization growth, Professor Jiu Liang of Beijing Normal University took the lead in carrying out a theoretical practice of "Manifold Events" based on his own "one set something" teaching system.

First, the establishment of Zeyuan Academic Community.

In order to practice Runze education thought and "Manifold Events" smoothly, Professor Jiu Liang formed an "academic community" with his students, named "Zeyuan". "Zeyuan, founded by virtue of its academics, is also a gathering for academics"[5]. Professor Jiu Liang is the Gardener of Zeyuan. The establishment of Zeyuan is the first "Manifold Events" and the base for all "Manifold Events" to be successfully practiced in the art education hidden curriculum. In Zeyuan, the mode of "socialization of art education" has been carried out consistently.

Secondly, Zeyuan Naming System.

Naming always gives people a sense of sacredness and belonging. Every student who joins Zeyuan will be given a Zeyuan Naming. There are five ecologies in Zeyuan Naming System. Master students are named "a kind of flower", doctoral students are named "a kind of tree". Inbound postdoctoral students are named the "leaf" of a tree. The visiting scholars of associate professors are named "a kind of bird", and the visiting scholars of associate professors are named "a kind of fish". Each session is the unique name of "flower", "bird", "fish", "tree" or "leaf". Each "Zeyuan Naming" contains the teacher's earnest expectations and specifications for your growth. For example, the first-year

Master's degree students who just enrolled are named "Yucca", "Yucca" is the flower language of "white as jade", and the teacher gave "Yucca" the specification requirement of "noble, fragrant and beautiful". I was named "Gleditsia Sinensis" when I was a PhD freshman one year ago. The growth specification of "Gleditsia Sinensis" is "Scour off the muddy old world and come into being a clean cosmos". Every year, every ecology has different specification, every freshman has different ecological specifications and every student is a customized growth specification.

Zeyuan Naming, the way to your rebirth, is the sacred recognition of each other by the main body of "teaching" and "learning" of "Manifold Events". Zeyuan Naming can be compared to parents' love for their children, or children's delight in the world's initial surprise.

Thirdly, Zeyuan Going.

As mentioned above, students majoring in art can easily fall into pure skill learning. Compared to students majoring in other fields, art students generally have a weak ability to collate words, and find it difficult to express their inner artistic creation ideas clearly. In response to this problem, Zeyuan holds annual Zeyuan Going Events.

Zeyuan Going's theme is closely related to the various seminars of the art academia. It simulates the various thematic conferences of the art academia, so that students can participate in the exercises in advance. Through the drill, students have a preliminary understanding of the academic community, which has significantly solved the academic socialization problems such as cowardice, lack of speech skills, and lack of the ability to sum up a sentence in the formal meeting speeches.

Fourthly, Zeyuan Reading (Zeyuan Seminar).

Students majoring in art are either addicted to reading a book about professional skills or to practicing skills, with little attention paid to books in other directions. Art is a person who needs creativity, and to become a creative person, extensive reading is undoubtedly a successful way. Reading is also a matter of one's life. Zeyuan Seminar or Zeyuan Reading Club, was set up to deal with the problem that art education students are not widely involved in reading. Zeyuan Reading Club emphasizes more on reading classics and original books. It emphasizes that while writing a paper, we should look for first-hand information and not chew the information that others have eaten. Zeyuan periodically chooses a book to make a profound interpretation. For example, in the recent Zeyuan Seminar, we chose a book, named *Verdinglichung: Eine anerkennungstheoretische Studie*, which at first glance has nothing to do with the major of art education. But through the book-sharing meetings, students generally realize that the way of studying in books is similar to any major. In addition, the students suggested that in order to understand this book, they needed to quickly supplement a large number of other books, which was also a great harvest.

Fifthly, Zeyuan Tiding.

What is art? We never define it blindly. Zeyuan Tiding is an exhibition of perceptual art and experiential art held every April in Zeyuan. The exhibition was last held in Beijing Normal Art Museum, and there have been five sessions so far.

The exhibition has specific themes every year. Through the exhibition, we can also understand what is art or what can be

art. Its manifestation is not only limited to painting and other creative forms, but also includes literary creation, and the exhibition of works created according to the artistic definition that one knows. Through the exhibition of Zeyuan Tiding, students understand the form and requirements of the annual exhibition in society, and prepare knowledge and ability to participate in famous exhibitions.

Conclusion

Through the analysis of connotative value and practice of "Manifold Events" in art education of Chinese universities, the following conclusions were made; first, "Manifold Events" is a significant way to solve the phenomenon of Ivory tower in art education of Chinese universities. It is the core course of hidden art education curriculum, an important social practice in which students can participate in an important part of the socialization growth model of art education. Secondly, the practical guidance of "Manifold Events" requires students to pay more attention to national policies and social development from a sociological perspective, then form their own creative art thought and theory by combining what they have learned in their major with the changes in the general social environment. Thirdly, "Manifold Events" requires that the teacher have their own "Something". Each setting of "Manifold Events" should meet the needs of the talents of Art Education specialty in the change of social environment. Its connotative value is to promote students' meaningful socialization growth. Therefore, the practice of "Manifold Events" is a leap forward for the growth of students. Fourthly, by analyzing the connotative value and practical process of "Manifold Events", it was established that a sound model of art education in Chinese universities should be carried out simultaneously with "curriculum model + socialization growth model of Manifold Events".

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