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Envisioning University Future

启迪领导智慧

憧憬大学未来

Higher Education of the Future

未来的高等教育

主 编 成长春

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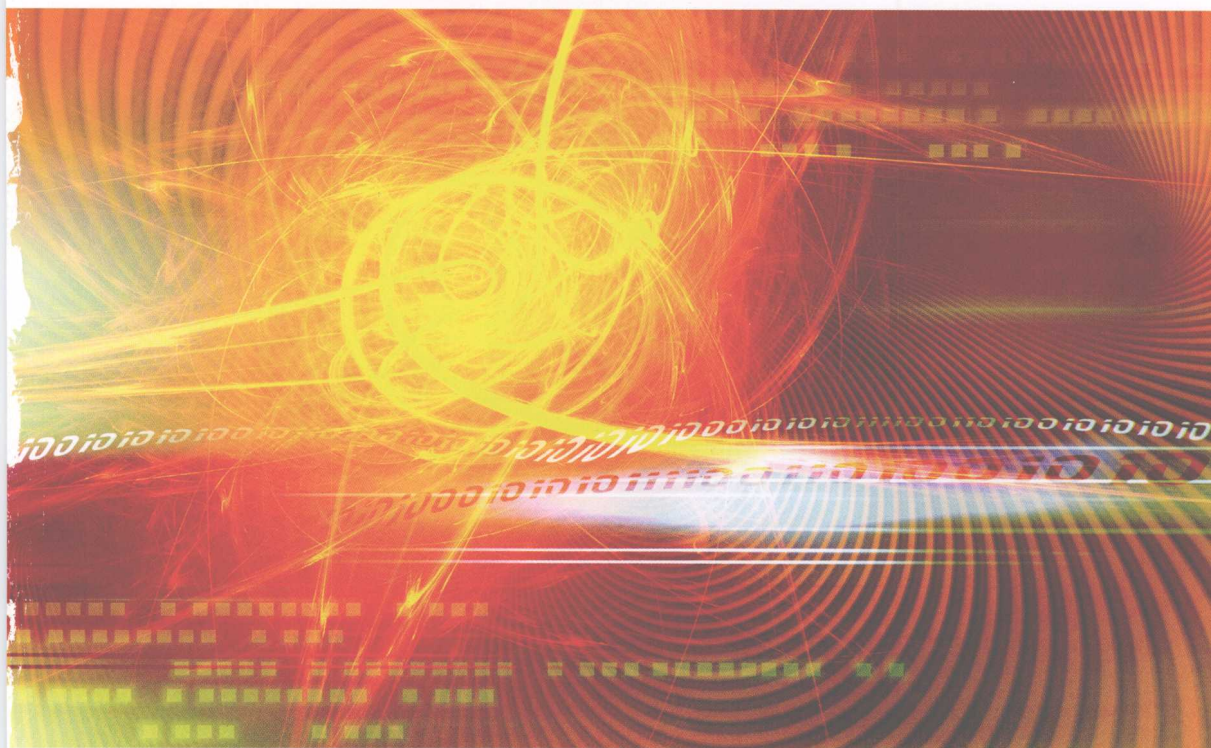
未来的高等教育

——过程思维与高等教育改革国际研讨会论文集

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会议盛况



出席会议的部分国外学者



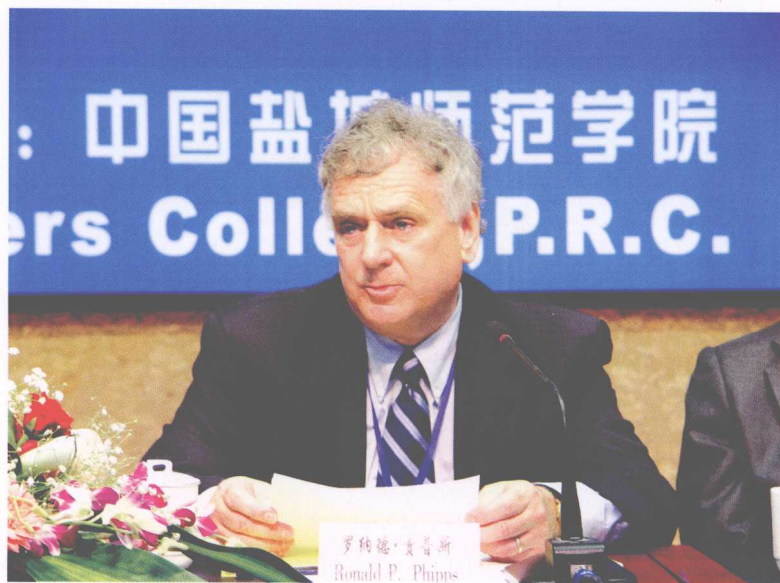
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中外学者会间交流



盐城师院党委书记陈金干与费劳德为“过程研究中心中国分部”揭牌

创造更加成功的高等教育

尊敬的各位领导、各位专家和来宾：

你们好！

在这春光明媚的季节，40多位中外学者和专家会聚在盐城师范学院，共同探讨过程思想和高等教育改革的有关问题。我谨代表学院14 000名师生向各位领导、专家和来宾表示热烈的欢迎。

21世纪是知识经济的时代，教育要面向世界、面向现代化、面向未来。教育本身是一项伟大的创造性活动，又是一个整体的和有机的过程。实现我们理想的价值目标，需要科学的理念作为指导，需要借鉴和吸收人类一切重要的文明成果。怀特海的过程思想不仅是联系东西方文化传统的一座桥梁，也为我们深化教育哲学研究，探索教育实践，提供了广阔的空间和独特的视角。我们希望通过这次“过程思维与高等教育改革”国际研讨会，能够帮助我们对所面临的价值和文化问题开展交流与合作，使我们从哲学层面寻求到更多的智慧和理性，推动相关的研究和探索，从而进一步促进高等教育改革与创新，为人类的文明和进步作出更多、更大的贡献。

衷心祝愿这次研讨会取得圆满成功！

（盐城师范学院院长 成长春 2005年4月7日）



Toward a Better Higher Education

——Address by Prof. Cheng Changchun,
President of Yancheng Teachers University

Dear friends, dear conference participants and honored guests:

In this wonderfully blooming season of spring, over 40 scholars from different parts of the world are gathered here in Yancheng Teachers University to explore significant issues of process thought and higher education reform. On behalf of the 14, 000 staff members and students of the University, I'd like to extend to you our warm welcome.

The 21st century is an era of knowledge economy. Education must be geared to the world, modernization and the future. Education in itself is an organic and integrated process of creation. The realization of our desired values must be guided by scientific ideas and assimilate the achievements of world civilizations. In this regard, Whitehead's process thought not only serves as a bridge between the Eastern and Western cultural traditions, but offers us a unique perspective of promoting philosophical research over a great span of time and space. It is our hope that, by holding this international conference on "Process Thinking and Higher Education Reform", we can, with the help of educators and scholars across the world, exchange views on values and culture, and seek more wisdom and rationalism on a philosophical basis. It is also our hope that this conference will be an impetus to further research and exploration for the purpose of reforming and innovating higher education so as to make greater contribution to human civilization and progress.

I wish this conference a great success.

(Translated by Huang Xinru)

Congratulation from Dr. Cobb

Dear Chinese friends, Dear conference participants and honored guest,

On behalf of Center for Process Studies, USA, I want to take this occasion to express my heartfelt congratulation to the Conference. I also want to pay my tribute to Yancheng Teachers University, especially President Changchun Cheng and Dr. Zhihe Wang, director of China Project, Center for Process Studies, for their hard work. Without their input, this conference is impossible.

The occasion of this conference on values in higher education brings back memories of a previous conference here in Claremont. On that occasion I had the opportunity to meet a remarkable group of administrators of Chinese universities. They were remarkable in their openness to think in fresh ways about higher education. I sensed also that they were genuinely interested in implementing new ideas.

The need for reform in higher education is universal, but in most of the world current practices are so deeply entrenched that experimentation occurs only at the periphery. The major changes now taking place only make matters worse. In China I sense the possibility of genuine and extensive improvement. For that reason I consider your conference to have real importance.

The question to keep always at the center is the purpose of higher education. University education now serves several purposes well. It prepares its graduates to function as competent specialists in a wide range of fields. In these roles they serve the economy and improve their own economic status. Also, through graduate programs, students and faculty advance the cutting edges of many disciplines. This means that universities contribute greatly to China's rapid catching up with the technologically and economically most advanced nations and even overtaking them. In view of the impor-



tance of technology and economics in international affairs today, universities are essential to China's taking its proper place as a world leader.

Given all this, why are many of us troubled and dissatisfied? It is because gain in specialized knowledge, in the economy, and in national power and prestige, are insufficient goals. China is not only an economy and a body politic; it is also a human society. A human society can survive and flourish only through patterns of human relationships that are based on shared values. These values cannot be primarily material ones. Clearly most Chinese know this and are committed to the values that make for human community. But unless such values are transmitted through education, they fade, and a people becomes decadent. Many of us in the United States fear that our nation is becoming decadent as individual self-seeking in economic terms becomes widely accepted as the dominant value. It is important for China itself, and for the world, that China not abandon its age-old understanding of education as the transmission of values.

Furthermore, values are rooted in vision or world view. How we understand our world determines what we value. The changes in world view through which the Chinese people have passed in one or two generations are astounding. Today it is not clear what will come next. Much in the future of human history in general, as well as still more in China itself, depends on whether China adopts the most materialistic and reductive features of Western modernism or finds a healthy, holistic postmodern alternative that builds on its own great cultural tradition.

It is also of immense importance that the emerging vision be one that restores the traditional Chinese understanding of the role of the human within the inclusive context of nature. The modern mind, so influential in higher education, has objectified nature and treated it as simply a resource for human use. The whole planet suffers from the consequent abuse. Because of its vast human population and limited space, the problems in China are peculiarly acute. There are no simple solutions. But unless the guiding vision rejects the dualism and anthropocentrism of Western modernism, there will be no solutions at all.

Much depends on higher education. If it only turns out specialists with

great technical skills operating out of the dualistic, anthropocentric, individualist, reductionist vision of Western modernism, China's new period of national greatness will be brief. Its technology and its economy will destroy both the values that bind people together in community and the nature that is the indispensable context of human life.

Critical thinkers in the West have been much better in pointing out the limitations and failures of modernity than in constructing and implementing alternatives. Where we have succeeded to some extent in the latter, this has been at the fringes of Western thought and society. It is my hope that China, with cultural traditions that have enabled its society to survive catastrophes and flourish repeatedly over a far greater span of space and time than any Western civilization, will again find a way to order its life for healthy survival into the indefinite future. If it does, one major ingredient will be in its educational system, culminating in its universities.

This conference may prove to be one step in imagining a university that will truly serve China and the world. If so, it will prove to be of historic importance.

Wish you have a very successful conference.

John B. Cobb, Jr.

Founding director of Center for Process Studies

March 16, 2005

(April 7, 2005)



科布博士的贺信

尊敬的各位中国朋友、各位代表、各位嘉宾：

今天，我借此机会以美国过程研究中心的名义向大会的召开致以衷心的祝贺。同时，向盐城师范学院，特别是成长春院长和美国过程研究中心中国部主任王治河先生表示衷心的感谢，感谢他们辛勤的劳动。没有他们的努力，就没有这次大会的召开。

本次大会的主题是关于高等教育的价值。它使我想起上次在美国克莱蒙特召开的会议。上次会议期间，我有幸结识了许多杰出的中国高校领导人，他们以开阔的视野，全新的方式思考高等教育。我深切地感受到他们真正有兴趣将新的理念应用于实践。

在全球范围内，高等教育需要改革，但是，在世界大部分地区，由于传统根深蒂固，教育改革实验仅仅涉及到某些表面问题，而现阶段发生的重要变化反而使得问题更加复杂化。在我看来，在中国进行真正而广泛的教育改革是可能的。因此，这次大会意义重大。

高等教育的目的总是人们关注的中心问题。现在，高等教育履行多种职能。首先，高校将学生培养成胜任各个领域的专家。在这一过程中，高校为经济发展做出贡献的同时也提升了自己的经济地位。其次，通过研究生的培养，高校师生拓展了许多学科领域。这表明中国高校对中国迅速赶上并超过世界上科技和经济最先进的国家作出了巨大贡献。就技术和经济在当今国际事务中的重要性而言，中国要在世界领先，高等教育是根本。

那么，为什么我们许多人感到困惑和不满呢？这是因为



仅仅获得专业知识、发展经济、提高国力和地位并不是教育的全部目标。中国不仅是一个经济和政治实体，而且也是一个人类社会。人类社会只有建立在共同的价值观的基础上才能生存和发展。这些价值观主要不是物质方面的。显然，大多数中国人清楚地认识到这一点，并致力于捍卫这些价值观。但是，只有通过教育这个途径传播价值观，否则这些价值观就会消逝，一个民族就会颓废。在美国，由于以追求个人经济地位为主导的价值观被广泛认同，我们不少人担心我们的民族正走向衰落。所以，对于中国自身，乃至全世界，捍卫传播价值观职能的传统教育观是十分重要的。

其次，价值观深深根植于世界观。我们的世界观决定了我们的价值观。中国过去一两代人价值观的改变是令人震惊的。它将如何演变今天也无法预料。从总体上来说，中国乃至人类社会的未来取决于是汲取最具西方现代主义特征的拜金主义和简化论价值观，还是选择完全建立在自身伟大文化传统上的健康的后现代价值观。

重建中国传统的人与自然和谐的价值观具有重大意义。现代理念深刻地影响着高等教育。以自然为客体，将自然仅仅看作是人类使用的资源，结果是滥用地球所有的资源。在人口众多、空间资源有限的情况下，中国存在的问题尤其严重。解决这些问题并非易事，但是要想解决这些问题，就必须坚决摒弃西方现代主义的二元论和人类中心论。

高等教育承担着许多使命。如果出于西方现代主义二元论、人类中心说、个人主义和简化论认识，高等教育只是培养具有熟练技术的专业人才的话，那么，中国伟大民族的未来是难以持久的，因为其经济和技术的发展不仅会摧毁维系人与人关系的价值观，而且也将摧毁人类生活不可或缺的大自然。

西方的思想家能够指出现代主义的局限和不足，但是却不能提出可供构建和实施的新的教育观。关于后者，我们虽