



The Chinese Dream of Education

By Qin Zheng

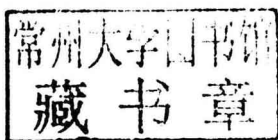


FOREIGN LANGUAGES PRESS



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图书在版编目 (CIP) 数据

教育中国梦: 英文 / 覃正编著. -- 北京: 外文出版社, 2017

ISBN 978-7-119-11035-6

I. ①教… II. ①覃… III. ①教育研究—中国—英文

IV. ① G52

中国版本图书馆 CIP 数据核字 (2017) 第 230836 号

出版策划 王京强

责任编辑 施化敏

责任校对 张志凡

设计排版 北京维诺传媒文化有限公司

印刷监制 冯 浩

教育中国梦

覃 正

外文出版社有限责任公司出版

<http://www.flp.com.cn>

北京京鲁数码快印有限责任公司印刷

2018 年 1 月第 1 版第 1 次印刷

ISBN 978-7-119-11035-6

(英)

06900

First Edition 2018

ISBN 978-7-119-11035-6

© Foreign Languages Press Co. Ltd, Beijing, China, 2018

Published by Foreign Languages Press Co. Ltd

24 Baiwanzhuang Road, Beijing 100037, China

<http://www.flp.com.cn>

Printed in the People's Republic of China

Introduction

The informative book with substantial content covers foresighted discussion and exploration. It is divided into four chapters. Chapter I introduces the statements and thoughts of different generations of leaders in China including Sun Yat-Sen, Mao Zedong, Deng Xiaoping, Jiang Zeming, Hu Jintao, and Xi Jinping on education; Chapter II presents the education practice and exploration of education development by such celebrities in the field of education in modern times as Yan Xiu, Cai Yuanpei, Jiang Menglin, Ma Xulun, Yang Xiufeng, Jiang Nanxiang, He Dongchang, Xu Teli, and Lu Xun; Chapter III shows the education concepts of famous educators in western countries like Russia, Germany, Greece, Czech, Britain, France, and the United States; Chapter IV discusses the landmark university reform.

The book can be used as a reference book for scholars in educational circle and other fields as well as extra-curricular reference material for college and university teachers and post-graduate students, EMBA, DBA, MPA, etc.

Foreword

“We are now all talking about the Chinese Dream. In my opinion, achieving the great rejuvenation of the Chinese nation has been the greatest dream of the Chinese people since the advent of modern times.” On November 29, 2012, Xi Jinping, General Secretary of the CPC Central Committee, led the new top leadership to visit the exhibition “The Road to Rejuvenation” in the National Museum of China. During the visit, Mr. Xi reviewed the struggle of Chinese people for achieving rejuvenation of the Chinese nation in modern times and called for the people to build the country and develop the nation. In his speech, General Secretary Xi elaborated on his understanding of the Chinese Dream. The Chinese Dream is the dream of a prosperous and strong country, the dream of the future of the country, and the dream of the great rejuvenation of the Chinese nation. The top priority for realizing the Chinese Dream is to realize the dream of education. In the future, China will achieve greater development by leaps and bounds in education and such a prospect is right the Chinese Dream of educators in China.



The Chinese Dream of education has been passed down from generation to generation. From the proposal of Sun Yat-Sen to “revitalize the Chinese nation” for the first time in 1894, the call of Liang Qichao in 1900 that “the wisdom, prosperity, and strength of a country relies on its youth,” to the advice of Sun Yirang that “the wisdom and competence of the people is vital to the strength and prosperity of the country,” countless people with lofty ideals waged indomitable struggles and continuous exploration for realizing the great rejuvenation of the Chinese nation, yet they failed again and again. After its foundation, the Communist Party of China rallied and led the Chinese people in making great sacrifices, forging ahead against all odds, and transforming a poor and backward China into an increasingly prosperous and strong nation, thus opening completely new horizons for national rejuvenation. Since the founding of New China, especially since the reform and opening up, education has always been considered as the most fundamental cause of the country and national rejuvenation. On the eve of the Third plenary session of the Eleventh Central Committee of the Communist Party of China, Deng Xiaoping put forward the important theory that “education is the most fundamental cause of a nation.” In 1982, the *Report to the Twelfth National Congress of the Communist Party of China* included education into one of the strategic focuses of modernization construction for the first time. In 1987, it was pointed out in the *Report to the Twelfth National Congress of the Communist Party of China* that



“we must continue to stress the strategic role of education.” In 1992, the *Report to the Fourteenth National Congress of the Communist Party of China* emphasized that “we must make education a strategic priority. If we are to modernize China, it is of fundamental importance to raise the ideological and ethical standards and the scientific and educational levels of the whole population.” It was the first time for the CPC Congress to explicitly point out that education must be a strategic priority in development. In 1995, the CPC Central Committee held the Third National Conference on Science and Technology and decided to “implement the strategy of invigorating China through the development of science and education,” which fully established the strategic position of the strategy of invigorating China through the development of science and education in China’s economic and social development and promoted the concept of taking education a top priority from the Party’s document to a national strategy, thus making the strategy a basic national policy. It was emphasized that “education must be placed on our development agenda as a strategic priority” in the reports to both the Fifteenth and Sixteenth National Congress of the Communist Party of China. It is a major decision of the Party to place education on our development agenda as a strategic priority for building a prosperous, democratic, and culturally advanced country, which also reflects that the Party can live up to the expectations of the people and the development of the times. In 2007, it was proposed in the *Report to the Sev-*



enteenth National Congress of the Communist Party of China that we must give priority to education and turn China into a country rich in human resources. In this way, the CPC Central Committee sized up the situation and enhanced the strategy to give priority to education in both theory and action. The National Conference on Education in 2010 and the *Outline of China's National Plan for Medium and Long-term Education Reform and Development (2010-2020)* made clear at the outset that "A strong nation requires quality education." Hu Jintao stressed in his speech on the National Conference on Education that education is the cornerstone of our national development and social progress and the fundamental way to improve the overall quality of our population and promote the all-round development of the people, and carries the hope of hundreds of millions of Chinese families for a better life.

It was pointed out in the Eighteenth National Congress of the Communist Party of China that "we must work hard to run education to the satisfaction of the people," which pushed the recognition on the significance of education to a new height and fully reflected the will and determination of the Party and the country to give priority to education in development. Xi Jinping, General Secretary of the CPC Central Committee, said in the speech at the press conference to meet Chinese and foreign press by members of the Standing Committee of the Political Bureau of the Eighteenth CPC Central Committee on November 15, 2012 that "our people have an ardent love for life. They want to



have better education, more stable jobs, more income, reliable social security, better medical and health care, improved housing conditions and a beautiful environment. They hope that their children will have sound growth, good jobs and more enjoyable lives.” His words reflect the goals of the Party and government as well as those of every individual in China and illustrate the Chinese Dream from the perspective of people’s daily lives. “Education” ranks top on the list. The *Decision on Major Issues Concerning Comprehensively Deepening Reforms* was adopted at the Third Plenary Session of the Eighteenth CPC Central Committee on November 15, 2013, which clarified the strategic objectives of educational reform and pointed out the direction for promoting the realization of the Chinese Dream with the dream of education.

For the whole world, countless leaders, education experts, and educators have made outstanding contributions to the inheritance, transmission, and development of human civilization in the long history of education development. In the United States, Presidents such as George Washington and Thomas Jefferson, agreed that education is the tool for cultivating, the consciousness of citizenship, and the foundation and key to building a democratic state; Abraham Lincoln and Woodrow Wilson were keenly aware of the vital importance of education to economic development in an industrialized country; Herbert Hoover included the department of education into his cabinet; George Bush pro-



posed the education reform strategy of “No Child Left Behind”; Obama revised the No Child Left Behind Act and proposed to reform education from four aspects. In the Soviet Union, educator Anton Makarenko put forward the concept of collective education. In Germany, educator Johann Friedrich Herbart founded pedagogy as an academic discipline and completed such works as *Pedagogy*, *Outlines of Educational Doctrine*, etc. In Greece, educator Socrates advocated the Socratic Method in teaching and became a pioneer of heuristic education. In Czech, educator John Amos Comenius proposed the concept of pansophy which laid the foundation for idea of universal education. In Britain, educator John Locke pushed forward the new education system from the point of emerging bourgeoisie characterized by harmonious development of moral, intellectual and fitness level, which could be considered as the prototype of quality education concept. In France, educator Jean-Jacques Rousseau believed that “Human nature, like a plant, must be cultivated and tended. This is the task of education.”

The Dream of University is an important part of the Chinese Dream of Education. The development of science and technology has been the intrinsic driving force for social progress. As the important “stronghold” for creation, transmission, and application of knowledge, universities shoulder the great responsibility to realize the Chinese Dream of education. Fragmentary learning, thinking, and behavior is



pulling down the walls of universities in real sense. The development of new interactive platform, especially mobile interaction platform, is changing the lifestyle and ways of thinking and learning of the general public. Meanwhile, profound change is taking place in universities. Following such a trend, the universities are changing the world. Profound change is taking place in the teaching contents, forms, media, and background for university education. The universities in hand, over nose, and in pocket are getting closer and closer to us. Universities are embracing a new period for creating knowledge, transmitting culture, serving the society, and guiding the social development. Epoch-making reform of university is right in front of us.

Through presenting the concepts and expectations of leaders and people with lofty ideas to education in China as well as their tireless efforts in modern times, the book provides an outline of the educational thoughts and practice in China in the period. “With copper as mirror, one can dress properly; with history as mirror, one can know rise and decline well, with other people as mirror, one can see gain and lost clearly.” The experience and exploration of our predecessors is invaluable wealth for us to realize the Chinese Dream of education.

At the same time, the book introduces the understanding and exploration of celebrities at home and abroad and the consideration of the



author on the concept of future universities, the organization structure of future universities, the influence of the development of interaction platform over universities in the future, and the modernization of governance system and governance capacity of universities in China, and so on. A lot of books and documents in both China and the world have been used as reference in the compilation of the book. They played an important role in the completion of the book. I would like to express my heartfelt gratitude to the authors. There are inevitable defects in the book, and your criticism and corrections are invited.

Contents

Chapter I The Chinese Dream of Education of Leaders..... 1

Sun Yat-sen: Education Is the Foundation Underlying All Our Efforts to Build the Country	3
Mao Zedong: "China Should Build Its National, Scientific, People-Owned New Culture and New Education"	32
Deng Xiaoping: "Education Should Be Oriented to Modernization, the World and the Future"	48
Jiang Zemin: "A Full-scale Implementation of the Strategy of Invigorating China Through Science and Education"	67
Hu Jintao: "Give Priority to Education and Turn China into a Country Rich in Human Resources"	86
Xi Jinping: "China Will Always Give Priority to Education Development"	102

Chapter II Chinese Dream of Education of Chinese Celebrities 123

Yan Xiu: "Save the Nation with Education"	125
Cai Yuanpei: "Develop a Well-rounded Personality of Every Citizen in the Republic"	144
Jiang Menglin: "Academic Freedom and Professorial Governance for Seeking the Truth"	161
Ma Xulun: "Education Is the Fundamental Undertaking to Build a Country"	186
Yang Xiufeng: "Build the Higher Education System of New China to Serve for Socialism"	209



Jiang Nanxiang: "All-round Development in Morality, Intelligence, and Physique," "Put Moral Education in the First Place"	224
He Dongchang: "The Cultivation of Talents Is the Fundamental Mission of Education"	243
Xu Teli: "Education Is the Foundation of the Prosperity of a Country"	260
Lu Xun: "Cultivation of Talents—Prosperity of the Country"	276
Chapter III Educational Philosophies of European and American Scholars.....	295
Educational Philosophies of European Scholars	297
American Educational Philosophies	319
Chapter IV Epoch-making College Reform is Coming	335
New Era of College Is Knocking on the Door of Global Higher Education	337
New Interactive Techniques Are Speeding up the Reform of College Education Model.....	375
Future Development of University	384
Modernization of Governance System and Ability in Chinese Universities	399
References.....	403



CHAPTER I
THE CHINESE DREAM OF EDUCATION
OF LEADERS

