HIGHER EDUCATION IN POST-MAO CHINA

Edited by Michael Agelasto and Bob Adamson
Contents

Acknowledgements ix
About the Contributors xi
Abbreviations xiv

PART 1: THE SCOPE OF REFORM

1. Editors’ Introduction 1
   Michael AGELASTO and Bob ADAMSON

2. Reforms in the Administration and Financing of Higher Education 11
   CHENG Kai-ming

PART 2: ENHANCING SCHOLARSHIP

3. The Strategic Role of Faculty Development and Management 29
   CAO Xiaonan

4. Chinese Scholars and the World Community 59
   Wenhui ZHONG

5. Returns to Education — The US/PRC Visiting Scholars Programme — 1978–88 79
   Michele SHORESMAN
Contents

6. Modernizing Science Through Educating the Elite
   Cong CAO

PART 3: MODERNIZATION AND THE CURRICULUM

7. Educational Utilitarianism: Where Goes Higher Education?
   LIU Yingkai

8. Modernizing English Language Teacher Education
   Bob ADAMSON

9. Agricultural Universities: Engines of Rural Development?
   Greg KULANDER

10. Higher Adult Education: Redefining Its Roles
    XIAO Jin

PART 4: MARKETIZATION OF HIGHER EDUCATION

11. Stratification Trends in Technical-Professional
    Higher Education
    Vilma SEEBERG

12. Changing Conceptions of Equity and Student Financial
    Support Policies
    ZHANG Minxuan

13. Graduate Employment: From Manpower Planning to the
    Market Economy
    Michael AGELASTO

14. Privatization or Quasi-Marketization?
    MOK Ka-ho and David CHAN

PART 5: WOMEN IN CHINESE HIGHER EDUCATION

15. Mixed Blessings: Modernizing the Education of Women
    Carol C. FAN

16. Chinese Educational Reforms and Feminist Praxis:
    On Ideals, Process and Paradigm
    Maria JASCHOK
17. Gender Differences in Taiwan’s Academe — Implications for the PRC
    Chuing Prudence CHOU and Flora Chia-I CHANG

PART 6: VALUES AND ASPIRATIONS

18. Is Lei Feng Finally Dead? The Search for Values in a Time of Reform and Transition
    Gay Garland REED

19. The Limits of Political Loosening: CCP Restraints on Student Behaviour in the Spring of 1989
    Teresa WRIGHT

PART 7: CONCLUSIONS

20. Editors’ Conclusion — The State of Chinese Higher Education Today
    Michael AGELASTO and Bob ADAMSON


Glossary

Select Bibliography

Index
About the Contributors

Michael AGELASTO is an independent scholar specializing in Chinese education and culture.

Bob ADAMSON is Associate Professor in the Department of Curriculum Studies and an Executive Committee member of the Comparative Education Research Centre at the University of Hong Kong. He teaches and publishes in the fields of English-language teaching, curriculum studies and comparative education.

CHENG Kai-ming is Chair Professor of Education and Pro-Vice-Chancellor at the University of Hong Kong. He is currently also Visiting Professor of Education at the Harvard Graduate School of Education.

CAO Xiaonan is a doctoral candidate in administration, planning and social policy at Harvard University. He publishes in the areas of social context of effective schooling systems, and the relationship between education and globalization. He has worked for the State Education Commission in the PRC and the World Bank.

Wenhui ZHONG obtained his Ph.D. from the University of Toronto in 1993. His main research interest is the participation of Chinese academic scholars in the world community. He works in the field of international communications and is now based in Hong Kong.
Michele SHORESMAN is Associate Director, International Studies and Director of Overseas Programs at Washington University in St. Louis. She has a Ph.D. from the University of Illinois at Urbana-Champaign. She wrote *Shao Nian Gong — A Children’s Palace* with Roberta Gumport (1986) and *Tanoshii Gakushu — Learning with Enjoyment* with Waunita Kinoshita (1981).

Cong CAO is Research Associate in the Center for Asian and Pacific Studies at the University of Oregon, Eugene. He completed his Ph.D. at Columbia University in 1997 and is now studying social and economic transition in China, and the changes in the Chinese scientific community and their implications.

LIU Yingkai is Associate Professor in the Foreign Language Department of Shenzhen University. He has authored 8 books and over 100 articles, and has won numerous prizes for his teaching and research on rhetoric and translation theory. He serves as a member of the council or standing committee of four national academic associations.

Greg KULANDER has a Ph.D. in Chinese Studies from the University of Aarhus in Denmark. His recent research has concentrated on the agricultural extension system and higher agricultural education in China. His current interest is the impact of changes in the economic sphere on educational developments.

XIAO Jin is Assistant Professor affiliated to the Department of Educational Administration and Policy, at the Chinese University of Hong Kong. She has a Ph.D. in adult and continuing education from Michigan State University. Her research interests include human resource needs and economic development in China, and adult education.

Vilma SEEBERG is Assistant Professor of International-Intercultural Education in the Graduate School of Education of Kent State University, Ohio. She holds a Ph.D. from the University of Hamburg. She is the author of *Literacy in China* (1989) and articles on Chinese higher education, as well as multicultural education in the USA.

ZHANG Minxuan is a Ph.D. candidate at the University of Hong Kong and Associate Professor/Deputy Dean of the School of Educational Sciences, Shanghai Normal University. He has been a visiting scholar at the universities of East Anglia, Leicester and Oxford in the UK.
MOK Ka-ho is Director, Asia Pacific Social Development Research Centre, and Assistant Professor of the Department of Public and Social Administration, City University of Hong Kong. He holds a Ph.D. from London School of Economics and Political Science. His publications include *Intellectuals and the State in Post-Mao China* (1998).

David CHAN is Associate Professor, Department of Applied Social Studies, City University of Hong Kong. He obtained a Ph.D. from the University of Nottingham. He researches and publishes in the fields of sociology of education, educational policy studies and intellectuals in China.

Carol C. FAN is Associate Professor at the University of Hawaii. She has a Ph.D. in East Asian History from UCLA, her research and teaching focusing on gender across cultures, Chinese women, Asian American Studies.

Maria JASCHOK is at present a Visiting Fellow at the Centre for Cross-Cultural Studies on Women, Oxford University. She is the author of *Concubines and Bondservants* (1988), co-editor of *Women & Chinese Patriarchy* (1994), and has contributed to numerous edited volumes in the area of Chinese Women's Studies.

Chuing Prudence CHOU is Associate Professor, National Cheng-chi University, Taiwan. Her research interests include Chinese higher education and women, and secondary teaching in cross-cultural settings.

Flora Chia-I CHANG is Vice President and Associate Professor, Tamkang University, Taiwan. She has been working on educational policy issues and university cultural exchange programmes between Taiwan and overseas.

Gay Garland REED is Associate Professor of Educational Foundations at the University of Hawaii. Her research interests include moral/political education in the PRC, values education policy in Korea and the USA, the socio-cultural construction of identity, and the social and cultural contexts of education.

Teresa WRIGHT is Assistant Professor of Political Science at California State University, Long Beach. She holds a Ph.D. in political science from the University of California, Berkeley. Her research interests include comparative studies of political protest and political liberalization in East Asia.
The People’s Republic of China (PRC) is home to the single largest indigenous population in the world. The sheer size of the PRC’s natural and human resources has enabled the country to occupy an increasingly important position internationally as a socio-economic and geopolitical force. After the death of the nation’s founding father, Mao Zedong, the PRC’s growing stature as a global power has accelerated since the government’s shift from isolationist, politics-oriented policies to open door, economics-oriented policies. This shift was accompanied by major reforms in higher education, which was ascribed a key supporting role in the drive to modernize the nation. Although economics-oriented policies had featured in earlier stages of the PRC’s development and although China has a long history of education, the reforms of the post-Mao era have taken the country’s economic, social, political and higher education systems into unexplored terrain.

For China, the modern enterprise of ‘higher learning’ is a century-old foreign import and has been influenced to a large extent by Western philosophy and models during its development. Later influence, shaped by both the international and domestic political environment in the 1950s and early 1960s, came from the former Union of Soviet Socialist Republics (USSR) for mainly ideological reasons, most notably the failure of the United States to recognize the PRC and the latter’s need for a socialist role model. When the Chinese Communist Party (CCP) came to power under the leadership of Mao Zedong in 1949 and set about transforming the institutions left by the Nationalist Government, the central concerns of
higher education remained unchanged — political order and rapid economic development. These concerns, especially the former, were reinforced during the period of close imitation of the Soviet experience because it 'held promise for an economic modernization that proceeded within a hierarchical and authoritarian political order'. Such political order, plus a planned economic system under the control and scrutiny of the central authority, dominated all aspects of life in the PRC, including the higher education sector, during that era. Order was incrementally consolidated by disastrous back-to-back political movements in the country — the Anti-rightist Campaign, the Great Leap Forward and the decade-long Great Proletarian Cultural Revolution. During these movements, education played an instrumental role in supporting the policies of the national leadership.

The Cultural Revolution, from 1966 to 1976, left the political, economic and social scenery of the PRC looking like a bomb-site. The nation had been torn by factional fighting and nowhere was this more evident than in education. Indeed, throughout the turmoil, students provided the fundamentalist vanguard of the movement. Teachers were vilified, defenestrated, rusticated or murdered, as the Confucian bond of loyalty between students and mentors was ruptured. Campuses became the focal point for revolutionary action with proletarian politics in command; classrooms were abandoned for a number of years. University entrance examinations were discontinued, with preference for admission given to those with a proletarian background. Academic pursuits were condemned as bourgeois and divorced from reality and students undertook farmwork and other labour.

In the two decades that followed the death of Chairman Mao in 1976, the principal architect of reform was Deng Xiaoping. Having outmanoeuvred Hua Guofeng (who claimed to be Mao’s designated successor) and other pretenders, Deng initiated policies designed to stimulate economic growth. In 1978, the National People’s Congress adopted a long-mooted policy, the Four Modernizations programme, which identified agriculture, industry, national defence, and science and technology as key areas for reform and investment. In economic terms, the targets were threefold: to double industrial and agricultural outputs from their 1980 levels; to quadruple the 1980 GNP by the year 2000; and to achieve economic parity in GNP per capita with middle-income developed countries by 2049. To achieve this, Deng rejected previously favoured Stalinist models of economic development for their negative effect on the people’s standard of living and for their overemphasis on heavy industry. Instead, four major shifts were envisaged:
1. the development of a socialist market economy from a socialist planned economy;
2. the replacement of the Stalinist model of investment, imported during the fifties, with an indigenous model;
3. the loosening of state control of production to allow producers to enjoy greater autonomy; and
4. the establishment of the Open Door policy to enable participation in the international economy.7

Higher education was accorded a new task: that of supporting the modernization drive through developing the requisite human capital, as articulated by the CCP in 1985:

> Education must serve socialist construction, which in turn must rely on education. Our massive socialist modernization programme requires us not only to give full rein to the skilled people now available and to further enhance their capabilities, but also to train, on a large scale, people with new types of skills who are dedicated to the socialist cause and to the nation’s economic and social progress into the 1990s and the early days of the next century.8

In the final quarter of the twentieth century, the nation’s reforms in higher education have progressed in leaps and bounds along with, as this volume will demonstrate, stumbles and — in the case of the ill-fated événements of 1989 — calamitous misadventure. To date, three phases are discernible. Picking up the pieces after the Cultural Revolution and training human capital for national economic modernization were the initial and enduring challenge for higher education. The qualified staff and appropriate curricula, resources and facilities were not immediately available. One approach to this problem was through the Open Door policy, which encouraged foreign investment in the PRC in the form of joint ventures with Chinese companies, a measure designed to facilitate the transfer of technological expertise. In education, communication was two-way: teachers were brought into institutes of higher education from overseas to provide Chinese staff and students with access to foreign learning, while thousands of Chinese students went overseas to study for higher degrees.

This interflow had historical precedents and Deng was cognizant of the political and cultural tensions that this policy could produce. In a statement at the Twelfth Congress of the CCP in August 1982, he stated:

> We will unswervingly follow a policy of opening to the outside world and actively increase exchanges with foreign countries on the basis of mutual equality and benefit. At the same time we will keep a clear head, firmly resist corrosion by decadent ideas from abroad and never permit the bourgeois way of life to spread in our country.9
His caveat reflects the guiding principle of zhongxue weiti, xixue weiyong (adapting Western practice to suit Chinese conditions) that had been adopted by pragmatists in China since the Self-Strengthening movement in the middle of the nineteenth century.

Also in the first reform phase, the adoption of a new economic model, which involved a change from planned economy to socialist market economy, had important implications for higher education. In a planned economy, critical economic processes are largely determined not by market forces, but by a central economic planning body which implements society’s major economic goals. A market economy, on the other hand, manifests extensive private ownership of capital and allocates goods and services by the price mechanism with government supervision, in the absence of omnipresent government intervention. This latter type of economy is characterized by volatility, competitiveness, openness and information network. It requires a large supply of trained professionals and technical personnel who are practical, flexible, versatile, international and innovative. Since the market fluctuates quickly according to the principle of supply and demand, the society constantly needs people who are well-trained in a certain speciality or a combination of specialities quickly. A market economy not only requires trained personnel speedily, it also needs a large number of them.

The first set of massive market economy reforms launched in the PRC around 1980 brought on startlingly rapid growth forcing the quick formulation of educational policy to deliver new types of human resources. These plans not only specified the mission of educational reform as improving the quality of the Chinese nation while training more and better qualified personnel, but they also emphasized the reform of existing educational structures, as well as the reallocation of responsibilities within each educational sector in the system. As reforms were actualized, tertiary industry (the service sector) increasingly outpaced primary industry, but in both sectors, knowledge-intensive and technology-intensive jobs grew most quickly.

The second phase of Dengist educational reforms started in 1985 and are described in detail in Cheng Kai-ming’s chapter in this volume. They were signalled and legitimated two years previously when Deng wrote the ‘Three Orientations’ (sange mianxiang) inscription for Jingshan Secondary School in Beijing, which stated that education should be ‘oriented towards modernization, the future and the world’. The focus of government concern was on aspects of the education system which were considered to be flawed, either because previous reforms had failed to address these particular issues, or because the modernization programme had created problems that the
current education system was not equipped to handle. The following areas of higher education were viewed as particularly problematic:

1. the slow development of vocational skills;
2. the mismatch between jobs and tertiary graduates' specializations;
3. the inability of institutes to keep pace with modernization;
4. students' lack of independent thinking and study skills; and
5. over-centralized and over-rigid educational administration.

A number of problems arose from the fact that, for its size, the PRC has a small tertiary education sector. In the 1980s, graduates of conventional higher education institutes and secondary speciality (short cycle) schools totalled 1.7 million, which was only 10% of the population entering the workforce. In state-owned enterprises and industries, only 2.5% of the country's workforce were qualified technicians and engineers. Meanwhile, more than 4.5 million employed personnel required continuing education for in-service training or professional development. State officials estimated in 1987 that, by 1990, the number of technical and engineering personnel would have to be increased to 4.7% of the workforce of 105 million. At the same time, 3.5 million new teachers would have to be trained. By 1994, in fact, total student enrolment in regular full-time higher education institutions had increased to 2.51 million from 1.02 million in 1980. Rapid economic growth in the reform era had certainly stimulated demands for higher education.

The reforms of the second phase placed emphasis on local responsibility, diversity of educational opportunities, multiple sources of educational funds, and decentralization of power to individual institutions' authorities in the governance of their own affairs.

Until recently the PRC had a tightly controlled labour force. Since the early 1950s, Chinese college graduates could get jobs only through state assignment, leaving no choice to the employers or employees. The danwei, or work-unit, is an administrative term referring to the organization of almost all urban workers under the authority of the central government. It is through the danwei that housing, jobs, goods and services are distributed to people. Until reforms allowed local experimentation in different systems, including the right of individuals to find their own jobs, assignment to the danwei was a decision made by the state.

In order to fulfil the need for professional knowledge and trained personnel for national modernization, the state allowed different types of educational institutions to flourish so as to create more educational opportunities. The state, therefore, provides only the framework necessary for educational development in the mainland and has deliberately devolved
responsibility and power to local governments, local communities and other non-state sectors to increase educational provision. Local educationalists and scholars thus have begun to take the lead in developing initiatives to cater for the evolving market needs and people’s pressing demands for better education.

At the turn of the century, the PRC is entering a new phase of its reform of higher education. One of several major initiatives is the 211 Project, which seeks to create an élite body of 100 institutions that, with private and state funding, can become centres of academic excellence. The revolution from the hyper-political, anti-intellectual, non-élitist policies of the Cultural Revolution is complete.

In the post-Mao era, therefore, the landscape of China has changed dramatically, both literally and figuratively. Modernization has brought about a building boom, a diversification of industry, a rise in the standard of living and a loosening of many controls on daily life. Likewise in higher education, reforms have sought to produce high-quality personnel and to gear the curriculum to the needs of modernization; to restructure the financing of higher education and the job assignment process as part of the market economy; to decentralize policy-making and to strengthen local autonomy to cater for the disparate needs of different regions.

These reforms have not taken place in a vacuum. During the period, the veterans of the Long March passed away — most notably Deng Xiaoping on 19 February 1997 — and a new generation that lacks the revolutionary credibility of its predecessors has taken control of the CCP. Internationally, the demise of the USSR and its communist satellites has provided salutary lessons to the PRC’s leadership on the dangers of economic reforms, which domestically have had critical moments. There have been many outcomes that were unforeseen at the time of formulation. An example is the profound effect that the depoliticization of education has had on students’ aspirations. Attitudes and behaviour of teachers and students within higher education have changed. Interactions with other countries, particularly those once anathema to the socialist PRC, have produced cultural tensions and a serious brain drain. Reforms have affected the participation of women, minorities and the disadvantaged in higher education. The purpose of this volume is to reach beyond the articulated goals of reform and their accomplishments and to explore the actual impact, both intended and unwitting. While not diminishing the successes already achieved, the chapter authors take a critical and analytical view of the gaps between Chinese planning and Chinese reality.

Despite China’s size and importance, knowledge of the contemporary PRC is limited both inside and outside the country. The closed and often
xenophobic policies of the Chinese political leadership made quantitative and qualitative research regarding many aspects of Chinese society, including education, difficult to carry out. However, since the leadership embarked upon the Four Modernizations drive and the concomitant Open Door policy, the PRC has permitted educational research by both domestic and foreign scholars. Still, much that was published on Chinese higher education in the initial reform period lacked a strong empirical and theoretical basis. Writings were often based on observers’ ‘impressions’, with data coming from state-arranged interviews with educational leaders and policy-makers. From the 1980s onwards, many new scholars have chosen Chinese topics for their dissertation research, reflecting the growing domestic interest in research and the growing international interest in the PRC fostered by the reform era. This volume is composed mostly of thesis-based case studies that provide a wealth of data, new insight and fresh empiricism.

The book comprises 20 chapters, divided into 7 sections. The first section, of which this introduction forms a part, presents an overview of the reforms. The second section looks at the PRC’s tertiary educators and is primarily concerned with the goals of the initial reform period. Cao Xiaonan analyses faculty development initiatives and identifies the age gap and brain drain issues as crucial concerns. Next, Wenhui Zhong looks at the participation of Chinese scholars in the world community. Barriers to presenting scholarship in an international forum include funding, language barriers and editorial standards. Then, Michele Shoresman presents a case study of the visiting scholars programme. From 1978 to 1988 mid-career professionals from the PRC undertook advanced training abroad. The author focuses on the University of Illinois which trained over 200 PRC scholars. Finally, Cong Cao examines the Chinese Academy of Sciences. He describes recruitment into this elite group through collective biographical analysis.

The book’s next section presents case studies regarding the changing curricula in various institutions, which seek to serve the new economic order. They offer very different perspectives. A view from within, an *emic* view, comes from Liu Yingkai, an associate professor at Shenzhen University. Liu’s chapter deals with the reorientation of curriculum to meet local needs, but also describes how the university coped with being a part of, and not just training personnel for, a socialist market economy. As a former ‘foreign teacher’ and outside observer on the inside, Bob Adamson looks at the education of language teachers at Taiyuan Teachers College. He focuses on two elements: the pragmatic solutions that were adopted to solve tensions arising from the reforms aimed at improving the quality of teacher education, and the problems faced by a middle-stratum institute to
Michael AGELASTO and Bob ADAMSON

implement them. Next, Greg Kulander discusses agricultural universities, presenting detailed data for Shenyang Agricultural University. He shows how the reform era has caused the role of agricultural institutions to change and he analyses the reforms they have undertaken to meet the changing needs of rural society. Xiao Jin’s study of higher adult education then explores an area that is often neglected in the literature, which mostly focuses on regular institutions of higher learning. The rapid expansion of higher adult education during the reform period has brought with it issues of efficiency, quality and relevance.

The fourth section examines the subject of economics of education, which has been a central issue in the second phase of reform. Vilma Seeberg’s study of stratification trends in technical-professional enrolment focuses on the urban-rural divide and shows that families are pursuing maximum flexibility and mobility even at a high cost of tuition. Zhang Minxuan looks at changes in tuition policy. He relates changing equity conceptions with student financial support policies. Michael Agelasto surveys the changes in graduate employment, as the PRC moves away from manpower planning towards a market-oriented system that provides both students and employers greater choice. Mok Ka-ho and David Chan discuss the phenomenon of private higher education in southern China and conclude that it is, as yet, peripheral and that quasi-marketization has yet to be fully realized.

The next two sections address key social issues that were not on the original reform agenda, but were affected by the educational reforms. The first looks at how women fare in Chinese higher education. This question has received increasing attention, particularly with the PRC’s hosting of the International Women’s Conference in Beijing in 1995. First, Carol C. Fan presents an overview of the situation of female teachers and students in both the PRC and Taiwan. She discusses various causes of gender inequality. Then Maria Jaschok presents an ethnographic study of the PRC’s first institution of higher education with a women-centred programme. Having served as vice-president of the institute, the author offers valuable insights into educational administration, management and politics. Chuing Prudence Chou and Flora Chia-I Chang focus specifically on discriminatory practices in the hiring, rewards and promotion of faculty staff in Taiwan, and compare the situation to that on the mainland.

The two chapters in the sixth section focus on the tensions emerging from economic liberalization and the determination of the state to maintain control in other dimensions. Gay Garland Reed looks at values education. She asks whether Lei Feng, an ideological role model for university students before reform, is relevant today. The chapter by Teresa Wright looks at
student politics. Specifically, she examines the events of the Beijing spring of 1989. These authors offer insight on state control of education: a continual struggle between political loosening and tightening that has characterized higher education during the reform era.

The final section offers some concluding comments. Successes and tensions of the higher education reform programme are identified and some of the unintended consequences are highlighted. It draws out a number of common threads that run through the diverse chapters in the book. An appendix contains the executive summary of the 1997 World Bank report on Chinese higher education, followed by a glossary of this volume's most frequently used Chinese language terms, which appear in the text and notes in *hanyu pinyin* transliteration.

These chapters were specifically commissioned for this volume. A book of this size and depth would inevitably have omissions. The editors were unable to include individual chapters on important areas (for example, higher education for ethnic minorities, pedagogy, overseas study, World Bank influence and radio/television universities) because potential authors were unavailable. Nevertheless, by presenting new data resulting from in-depth research, much of it obtained at the grass roots, the authors convey the experience of higher education reform as implemented. In doing so, this new scholarship provides a valuable contribution to the literature on Chinese higher education.12

NOTES

1. Vilma Seeberg, Cao Xiaonan, Fu Sin Yuen-ching, Michele Shoresman, Mok Kaho and David Chan contributed material for this introduction.
2. See, for example, Xiong, 1983; Hayhoe, 1996. (Full details are in the Bibliography.)
4. For a history of modern education in China, see Pepper, 1996.
10. For a detailed discussion see Lewin *et al.*, 1994.
12. Some of this literature is critically reviewed in Liu Xiuwu, 1996.
Index

A
administration, higher education, 11-27, 33, 149
accountability, 15, 44, 272, 421
appropriations, 19
authority structure, 43
autonomy, 18, 288-90, 402-3, 430
impact of changes on, 426-8
in agricultural universities, 177-9
individual agency importance, 336, 412
life-long employment, 421
non-budgeted income, 19
presidential responsibility system, 43, 412, 426
state role, 404, 423, 424-5, 426
structure, 21
See also budgeting, 'Zhengzhou', decision-making, localization admissions. See enrolment
adult education. See higher adult education
agricultural employment, 167-9
agricultural extension system, 168-9
agricultural sector, 166-7
agricultural universities, 165-87, 430
administration, 177-9
autonomy, 177
curriculum, 172, 176-7
enrolment reform, 174-6
finances, 179-81
fund-raising, 180
historical development, 173-4
job assignment, 174-6, 183
personnel management reform problems, 177-9
programmes, 171-2
prospects, 182-4
reforms, 174-82
research in, 165, 180-2
role of, 165
staff age profile, 178
statistics, 184-5
tuition and fees, 180
types, 170
See also urban/rural divide
All-China Women's Federation (ACWF), 309, 322, 324, 327-8
Zhengzhou cadres school, 326-7
Anti-Bourgeois Liberalization (1987), 375
Anti-Peaceful Evolution, 157
Anti-Rightists Campaign, 32
Anti-Spiritual Pollution (1983), 155, 157-8, 375
autonomy, 18, 145, 288-90, 402-3, 411, 430
agricultural universities, 177

B
Beijing Haidian University, 285
Beijing Teachers University (Shida), 42, 313, 376-98
Beijing University (Beida), 105, 128, 302-3, 306, 310, 313, 324, 376-98
bibliometrics, 59, 62, 67
British Council, 74, 150
budgeting, 19, 181
income generation, 'Zhengzhou', 333

cadre. See *ganbu*
CAS members, 99-140
age, 101
education, 103-9
educational patterns, 103-9
mentor-student relations, 109-11
missionary education, 106
postgraduate training, 107
selection, 102
See also scientific elite
CCP (Chinese Communist Party), 1, 3, 31, 35, 100, 142, 149, 283, 291-2, 295, 300, 315, 327, 342, 361-2, 375-98, 426
7th Five-year plan, 49, 201
9th Five-year plan, 417
13th Party Congress, 212
Central Nationalities Academy (Beijing), 384
China Education and Science Trust Corporation, 425
Chinese Academy of Agricultural Sciences, 173
Chinese Academy of Sciences (CAS), 99-140
history, 100
structure, 100
See also CAS members
Chinese Social University (Zhonghua Zhehui), 283
choice, 291, 367, 411
See also job choice
Chongqing University, 129
class. See stratification, students
college entrance exam. See entrance exam
Communist Party. See CCP Constitution (1982), 283
correspondence universities, 194, 201, 288, 420
in agricultural universities, 172
credit system, 186
Cultural Revolution (1966-76), 2, 17, 33, 37, 75, 86, 93, 101, 114, 121, 143, 173, 178, 182, 194-5, 197, 263, 302, 403, 411, 418
curriculum, 432-3
See also agricultural universities,
credit system, English language teaching, knowledge structure, pedagogy, private universities, timeable, Western influence

daipei. See enrolment categories
dang’an, 90
danwei. See work-unit
de Beauvoir, Simone, 307
decentralization, 282, 289, 292, 375, 401-2, 419, 424, 426
Decision (1985), 11, 19, 22, 34, 42-3, 243, 264, 419
decision-making, 33, 36, 41-2, 43, 51, 161, 269, 376, 401, 411-2
decentralization, 282
devolution of power to localities, 287, 289
negotiation, 262
democracy. See student protests
Deng Xiaoping, 2, 3, 4, 6, 17, 34, 74, 147, 263, 276, 324, 367
Three Orientations, 4
doctoral degrees, 40, 48, 107, 111-3, 179
See also faculty development

economy, 133, 417, 428
types of, 4
Education Law, 19, 20, 25, 144, 287, 289, 351, 423
educational college. See teachers education
educational research, 7
élitism
defined as CAS membership, 99
in faculty development, 40, 45
See also key institutions, Project 211, scientific élite
employers. See job assignment
English language teacher education, 141-64
English language teaching, 74
at Shenzhen University, 126-37
at Taiyuan Teachers College, 141-64
Beijing University, 128
grammar-translation method, 145, 149
'integrated English', 157
pedagogy, 137, 149
reforms, 133
specialization, 134
status and history in China, 141-4
Index

syllabi, 128, 144

timetable (Shenzhen), 127
timetable (Taiyuan), 150-5
to meet market demands, 133
enrolment, 400, 418-20
as defined by geography, 213
expansion, 195
job assignment nexus, 269-70
See also agricultural universities, tuition
enrolment categories, 12-3, 22, 171-2, 243-4, 420
benke, 12, 172, 284
commissioned (daipei), 20, 174-5, 214, 216-7, 243, 282, 430
locally committed (dingxiang zhaosheng), 174-5, 214, 216
practically experienced (shijian), 174-5
self-supporting (zifei), 174-5, 214, 217-8, 243, 326
tuition waiver (tongkao gongfei), 214, 218
zhuanke, 12, 171
enterprises (university), 427, 430-1
entrance exam, university, 21, 148, 186, 214, 407
at Shenzhen University, 124
equity, 237-57, 273, 291
conceptions of, 238, 242
evaluation, 408-10
expatriates, 48, 340
at Taiyuan, 144, 154-8
at ‘Zhengzhou’, 339-40

F

faculty, 29-58
academic awards, visiting scholars, 94
age, 37, 39-40, 49-50, 90, 96-7, 178
age at CAS, 101
age gap (faultline), 49, 51, 149, 178
age gap in agricultural universities, 178
appointment system, 44
assignment, 41
brain drain, 49, 51
consulting, visiting scholars, 91
data on, 33
degrees held, 30, 179, 420
in-breeding, 179
low status in China, 122
moonlighting, 130, 178
private universities, 289
promotions, 1965, 32
promotions, visiting scholars, 89, 93-4
publishing, 59-78, 125, 129-30
quality, 37
research, 59-78, 125, 129-30
research funds allocation, 75
returned scholars, 70, 109
salaries, 50, 89, 177
structure, 30, 37

teacher-student ratio, 187
training, 38
values, 92
workload, 130
See also Decision, degrees, elitism, faculty development, international exchange, Outline, postgraduate study, scholarship, scientific elite, teacher education, visiting scholars, women

faculty development and management, 29-58, 424, 432
1985 symposium, 35
centres (1985), 42
pre-reform initiatives, 30-33
training, 41
See also faculty
fenpei. See job assignment
financing higher education, 11-28, 207, 255, 289, 423, 427
features, 17
multiple channels, 19-20, 287-8, 428-32
public expenditure, 428-9, 405
spending per student, 429
unbudgeted income, 19, 430
unit cost disparity, 25
See also budgeting, research, scholarship

foreign teachers. See expatriates
Four Modernizations, 2, 7, 29, 33, 101, 122, 143, 159, 189, 197, 282, 314, 375
Fourth International Women’s Conference, 325
Fudan University, 315

G

ganbu (cadre), 199-201
gender. See women
Germany, 239
Gorbachev, Mikhail, 386-9
government, levels of, 168
graduate study. See postgraduate study
grants. See loans and grants
Great Leap Forward, 32, 173, 403
Guangdong province, 285-9
Index

guanxi, 73, 75, 81, 217, 328-9, 331-3, 412
among scientific elite, 63, 109, 115
in job search, 186, 277
working against women, 315

H
Haidian University (Beijing), 285
Henan province, 288, 321, 341
higher adult education, 14, 189-210, 420
categories of programmes, 199-201
degree programmes, 194-5, 206
efficiency, 207
enrolment data, 200, 202, 204
enrolment of employees in expansion, 1976-80, 198-201
formalization, 1980-86, 198-201
historical context, 192-201
issues in, 204-7
literacy nexus, 192-3
mismatch, 206
quality of education, 205
radio/television university, 198-200, 288, 402-3, 420
reforms, 1987, 191
reforms since 1987, 191
higher education
and social patterns, 211
challenges confronting, 421-2
decentralization, 287, 401-2, 419
degrees, 13, 284
descriptive data, 5, 12-4, 38, 196-8
disparity, 422, 430, 432
diversity of institutions, 5
evaluation, 408-10
graduate study, 13, 83, 113-4, 197, 418
growth and expansion, 421
losing status, 122
new models of, 195
programme duration, 12
role in developing scientific elite, 99
role in economic growth, 417
size of institutions, 15
state investment, 405-6, 428-9
successes of reform, 400-1
tensions of reform, 401
university-state relations, 404-6, 422, 424-6
upper-level inspection tours, 409
See also administration, Cultural Revolution, financing, higher adult education, key institutions, private universities, technical/professional higher education, World Bank
Hong Kong, 418
Hu Yaobang, 34, 379
Hualian Private University (Guangzhou), 285, 288
Huanghau University of Science and Technology (Zhengzhou), 288
hukou (household registration/residency permit), 90, 216, 219, 266, 327, 330
Human Capital Theory, 90
human resource development, 259-80, 421
agricultural, 166-9
See also manpower planning
I
ideological education. See moral education
income, personal, 250-1
relationship to education, 250-2
See also wage
income, university. See budgeting
Indonesia, 418, 429
Institute of Scientific and Technology Information (ISTIC), 60
international exchange programmes, 40, 48
acquired research methods, 85
administrative duties upon return, 94
at University of Illinois, 79-98
collaborative research, 67-8, 73-4, 85, 87
determination of, 81-2
influence on teaching style, 83-4
rewards, 94
salaries, 89
See also brain drain, scholarship
J
Japan, 239, 310, 418, 429
Jiang Zemin, 365, 371
Four Educations, 366
Jiaotong University, 89
job assignment, 22-3, 239, 248-51, 259-80
employers, 273
enrolment nexus, 269-70
in agricultural universities, 174-6
mismatch, 275
to countryside, 263, 269
See also women
job choice, 248
See also job assignment, two-way choice
job fairs, 265

K
ke jiao xing nong (vitalizing agriculture with science and technology), 165
key (zhongdian) institutions, 16, 34, 40, 51, 109, 115, 408, 419-20
knowledge structure, 425, 432

L
language education. See English language teacher education
leaders (lingdiao). See administration
Lei Feng, 359-73, 410
virtues of, 360
Li Peng, 391
literacy, 192-3, 306
loans and grants, 246-7, 267
People's Grant, 238-9, 242
People's Scholarship, 242
localization, 24, 161

M
Malaysia, 429
manpower planning, 259-80
history in PRC, 261-9
in other countries, 260-1, 274
rationale, 260
themes through development, 268
See also job assignment
Mao Zedong, 1, 74, 194, 359, 361
marketization, 43, 133, 169, 212, 290-2,
363, 404-5, 433
global trends, 293-5
U.K., 293-4
U.S., 293-4
See also private universities, privatization
May Fourth Movement (1919), 346, 378
metropolitan city, 223, 227, 235
mid-term reform (1989), 265
minban (people-run), 283-4
ministry-run institutions, 15, 199, 420,
425
mismatch
in higher adult education, 206
See also job assignment
missionary education, 106, 282
MoA (Ministry of Agriculture), 168
MoEd (Ministry of Education), 17, 31-2,
34, 37, 42, 198

See also SEdC
moral education, 359-73, 410-1
1990s style, 368-71
and patriotism, 365-7
ideological/political education, 369-70
moral decline, 362
new role models, 365

N
Nanhua Commercial and Industrial College (Guangzhou), 288
Nanhua Private University (Guangzhou), 285
Nanjing College of Chemical Engineering, 242
Nanjing University, 45, 105
National Commission for Guiding Self-study, 203
National Peoples Congress (NPC), 35, 317, 378
National Social Science Fund, 75, 87
Natural Science Fund, 75, 87
negotiation and consensus. See decision-making
Nine-year Compulsory Education Law, 34,
47, 144, 152, 161

O
Open Door policy, 3, 7, 33, 39, 143, 189,
282, 371
negative social effects, 3, 361
Outline for Reform (1993), 18, 35, 267

P
participant-observation, 322
outsider-insider, 339-40
patriotism and morality, 365-7
Pearl River Delta. See Guangdong pedagogy, 176, 205, 407-8, 433
of returned visiting scholars, 83, 84
English teaching, 137, 149
political movements. See Anti-Bourgeois Liberalization, Anti-Peaceful Evolution, Anti-Rightist, Anti-Spiritual Pollution, Cultural Revolution, Great Leap Forward, May Fourth Movement, student movement 1989
politics
depoliticization of education, 6, 101,
368, 375-98
political influences on education, 31,
33, 39, 155, 195, 221, 411-2
political study, 149, 368-9, 375
postgraduate study, 13, 39, 83, 107, 113-4, 418
power. See decision-making
primary education, 253, 255, 406, 429
private universities, 15, 24, 283-98, 404, 420, 431
1989 meeting, 283-4
curriculum, 285, 289
development, 282-6
missionary education, 292
National Minban Higher Education Commission, 284
number of, 383-4
rationales for, 286-9
SEdC regulations (1987), 283
SEdC regulations (1993), 284
privatization, concept of, 290-1
Project 211, 6, 23, 409
publishing. See faculty

Q
quality of education, 144, 205, 432
Qinghua University, 40, 87, 103-5, 110, 248, 263, 266, 313-9

R
radio/television university. See higher adult education
rate of return, 90, 251-2
reform, educational
improving efficiency, 271-2
improving equity, 237-57, 273-4
improving responsibility, 272-3
three phases of, 3-6
See also agricultural universities, Decision (1985), higher adult education, mid-term reform (1989), Outline (1993), Education Law rationale for, 1-10
relationships. See guanxi
research, 423
funding cuts, 1986-88, 86
visiting scholars productivity, 81
See also faculty, scholarship
returned scholars. See faculty, international exchange
rural labour force, 166-7

S
salary policy, 240
See also faculty
Sanda University (Shanghai), 285, 289
scholarship, 59-78, 246-7, 249, 412-3, 431
for disadvantaged students, 247-8, 253
People’s Scholarship (1983), 242
types of, 63, 246-7, 249
scholarship/publishing, 242
collaborate research, 67-8
co-operative projects, 67-8, 73-4
dominance by the West, 60
editorial standards, 64
financial compensation, 71
funding, 65-6, 68, 74-5
in social sciences, 66-8
international conferences, 71-3
international publishing, 68-71
language barrier, 63, 68
returned scholars, 88
types of research, 63
See also faculty, publishing
Science Citation Index (SCI), 61
scientific elite, 99-140
occupational status of, 102
universalism of education, 114-6
secondary education, 221, 253, 255, 406
agricultural, 168
SEdC, 15, 21, 266, 285, 287, 419, 421, 425
Decision (1985), 11, 19, 22, 34, 43, 243, 264, 419
Decision on Reform and Development of Adult Education (1981, 1986), 189
Outline (1993), 18, 35, 267
Private University Regulations (1987), 283
Private University Regulations (1993), 284
Shanghai, 243, 285, 287
Shanghai International Studies University, 133
Shanghai Jiaotong University, 263, 266
Shenyang Agricultural University, 166-88
balance sheet, 181
survey data, 184-5
Shenzhen SEZ, 122, 208, 275, 277, 365
Shenzhen University (Shenda), 122-40, 371
exam scores, 124
research, 125, 129-30
Teaching loads, 130
South Korea, 274, 310, 418, 429
Soviet Union. See USSR
specialization, 407
spiritual/material civilization conflict, 365, 371
Index

St. Matthew's Effect, 72
State Council, 265
women on Academic Degrees Committee, 352
See also Decision (1985)
stratification, 25, 211-35, 402, 409
educational pyramid, 213
geographic disparity, 422, 430, 432
model of, 218-21
perceptions of, 215-6
See also key institutions, gender, urban/rural divide, women
stratification factors
cultural-political capital, 220-1
socio-economic status, 219-20
urban/rural location, 219, 222
student movement 1989, 3, 35, 157, 263, 266, 276, 375-398
4 May demonstration, 385-6
27 April demonstration, 383-5
All-Beijing Autonomous Federation, 381-3
Beida Autonomous Union, 379-81
fear of repression, 375, 394
history, 375-98
hunger strike, 386-91
precursors to 1989, 327-9
Renmin Ribao editorial, 384
Shida Autonomous Union, 379-81
support for CCP, 376, 383
student protests
1986 (December), 39, 265, 276
See also student movement 1989
students, 273
attitudes and preferences, 130-3, 251, 273
class composition, 241
descriptive data, 222
rural, 229-32, 253
See also admissions, enrolment, entrance exam, job assignment, loans and grants, salary policy, scholarships, student protests, teacher-student ratio, tuition, women
survey research
on PRC university women, 300-15
on stratification, 221-33
on Taiwan university women, 349
on tuition, 237-57
on values, 360, 362-4, 372
on visiting scholars, 79-98
Shenyang Agricultural University, 184

T
Taiwan, 274, 310, 418, 429
women in the economy, 347-8
women's status before 1895, 346
Taiwan university women, 300-1, 345-57
access to education, 301
faculty hiring procedures, 348-9
hiring discrimination, 347
income and promotions, 249-50, 353
salary differentials, 347
See also women
Taiyuan Teachers College (Shanxi), 146-8
taxation, 18
teacher education, 201, 421
faculty development, 47
See also English language teacher education
teacher-student ratio. See faculty
teaching reform, 176
technical/professional higher education, 211-35
television-radio universities. See higher adult education
Thailand, 418, 429
Tiananmen demonstrations (1989), 3, 35
See also student movement 1989
timetable
English teaching, Shenzhen, 127
English teaching, Taiyuan, 150-5
tuition, student, 21-2, 232, 239, 241-6, 267, 288
merging the tracks (binggui), 22, 245, 283
rationale for charging, 245
SEdC 1994 policy, 232, 245
See also agricultural universities, enrolment categories
two-way choice (shuangxiang xuanze), 175, 215, 249, 265

U
UNESCO, 260, 418
United Kingdom (Britain), 61-2, 239
university entrance exam. See entrance exam
University of Illinois, 79-98
University of Politics and Law (Beijing), 382, 385, 391
University of Science and Technology of China, 105, 110
urban-rural divide, 213, 301-4, 306
representation in scholarships, 253
USA, 30, 45, 61-2, 64, 142, 146, 207, 275, 418
  faculty with Ph.Ds., 30
USSR, 6, 31, 33, 37, 61, 62, 64, 69, 100,
  109, 143, 146, 239
  influence on Chinese education, 1, 18,
  83-4, 108, 173, 180, 282
utilitarianism, 121-40, 285

V
visiting scholars. See faculty,
  international exchange
vocational/technical education, 34, 292
Voluntary Service Overseas, 154

W
wage, national average, 240, 251-2
weituo peiyang. See daipei
Western influence, 106, 108, 414
  in language education, 141-64
  in publishing, 65
  lack of, agricultural universities, 173
women, 299-320, 423
  access to higher education, 299-308
  as faculty members, 310-6
  as students, 300-4, 307
  at Beijing University, 302-3
  admissions, 300-5
  benefits from modernization, 323
  cultural factors in discrimination, 304,
    308, 313, 346, 354
  dependency, 323-5, 338-9
  discrimination of graduates in labour
    force, 305-6, 309-10
  illiteracy, 306
  in CAS, 102
  in labour force, 309
  participation in higher education, 354
  politicized by CCP, 300
  politicizing educational debate, 323,
    325
  promotions, 353
  reasons for inequality in staff, 315-6
  rural reasons for student gender
    inequality, 304-8
  salary differences, 352
  spontaneous movement 1980s, 324
  survey data, 300-15
See also Taiwan university women
work-study programme, 248
work-unit (danwei), 5, 322, 331, 335
  workers universities, 195, 199
World Bank, 9, 42, 74, 282, 414, 420-1
  1997 Report, 417-34
Wuhan University, 42

X
Xi'an Jiaotong University, 263

Z
Zhao Ziyang, 144
Zhejiang province, 252, 288, 399
Zhejiang University, 129, 246
Zhengzhou International Women's
  Institute, 321-43
  conflicting agendas, 325-9
  curriculum, 336-9
  financial woes, 327, 333
  flexible admissions, 326
  guanxi, 328, 329, 331-3
  individual agency importance, 336
  loyalties and allegiances, 334-6
  relations with ACWF, 309, 322, 324,
    427-8
  relations with Cadre School, 327
  role of danwei, 331-2, 335
  structural tensions in, 332-3
  women-centeredness, 330, 338
Zhengzhou University, 324
Zhitong Private University
  (Guangzhou), 285
zhongxue weiti xixue weiyong (Chinese
  conditions, Western practice), 4, 142-4,
  414
Zhou Enlai, 238, 263
Zhu Rongji, 266
zifei. See enrolment categories