

The Development of the Local-Run Higher Education in China

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I. The Local-Run education has a long history, such as the policy of "letting the hundred schools of thought contend, and letting the private schools prosper" in the period of Xizhou in ancient China. Later, many other people including Confucius, Mengzi had founded private schools to teach, which had various names, such as Xiangxu (schools in ancient China), Donglin College and so on.

II. More than 100 years ago, the private and local-run higher education in China was greatly influenced by western culture, including the course arrangements, and school managements. Many Chinese private schools, either local-run and or joint-run by the government and the individuals like Jingshi College, the Tsinghua Preparatory Class for the students going to America, Yanjing College and Nankai University imitated those famous universities in the west. They are the pioneers in Chinese private education.

III. Because of the changes in the state form, political system and institution in China, after liberation in 1949, Chinese education was predominated by the educational mode of the USSR. What was worse, Chinese education was severely affected by the leftist thought, and was mostly schemed by the state and highly public-owned. The situation was even worsened in the Cultural Revolution, during which the private education was totally banned.

IV. Since the reform and the opening up of China in the 80's of the 20th century, the local-run education has been encouraged. The stored-up enthusiasm of running private schools exploded like a volcano. As a proverb goes, "the more it is stored, the more it speeds up", so, a lot of different private schools mushroomed. The number of private schools reached 100 in Beijing alone, which are almost the equal to that of the public

schools. It predicts a bright future for the development of the Chinese education in the way of self-reliance which is beneficial to the big and developing countries like China.

V. There are several kinds of local-run schools now, e.g. those run by enterprises, those by professors, and those by others in society. The schools by enterprises are usually considered its attachments, some are considered as symbols of the mingling with men of knowledge and pose as a lover of culture. Some are for the service of the enterprises in the name of the commonweal. Those by professors usually follow the pattern of the public schools. So, it is not only difficult for them to have break through, it is also difficult for them to realize an intensive management of the school. Those schools founded by others in the society are like "the gangs of persons of extraordinary powers in the mountains and forests", most of them have become passing travelers, and in fact, very few of them have become successful after keeping an enterprise going by painstaking effort, which are good at the educational management of scientific criterion of the market operation. They take the advantage of favourable time, geographical location and people to take root, survive, develop and finally become strong and better. Most of the schools of this category follow this rule.

Take root: It is necessary to have the financial power to start off and a good social relationship.

Survive: It is necessary to have an orientation of the nature of the school and setting up of the majors.

Develop: It is necessary to have the support of the state and society, to have a good source of students and employment market.

Become strong:

It is necessary to have a strict management, higher educational quality and fame, to have a group of high quality teachers, to have a group of humane and scientific managerial personnel who are keen on serving the education and teaching.

Become better:

It is necessary to have a practical managerial idea of catching up with the tide, to have an advanced managerial system and mechanic, to combine the advanced educational theories and methods with the practicality of the school creatively.

VI. It is predicted that the future of the local-run schools are promising, yet it is full of difficulties. In the 50 years from now, the local-run higher education will have an equal importance with the public universities. If the State attaches much more attention to the

local-run universities, the day will come earlier. The local-run education in China will catch up the level of the higher education in medium advanced countries.

VII. As a founder of a local-run common university, I am now the chairman of the board as well as the president, and I am full of confidence about the future of the university.

First, we do not advocate the mode of setting up schools like ancient China, which propagandizes "Studying is superior in all the trades" and "To be a humble farmer in the morning, and go to university to be admired in the evening". What we advocate is to learn the skill to serve the country.

Second, We have adopted the kernel of the modern enterprise system, to have the management of stock share system, which gives prominence to the commonweal.

Third, In China, there is an educator named Tao Xingzhi who has dedicated to local-run education. He had studied under the guidance of the famous American educator Dewey. After Tao returned to China, he initiated the education which accords with the situation in China. His education focused on loving and saving the country. His logion goes like this: "To serve whole-heartedly, but expect no reward." Deeply influenced by him, I have reported to the department supervising the education to get no reward from the running of the school. "I have no other expectations except building the University of Science and Technology, Beijing (USTB) into a modern university.

Four, Last year, I had talked with a foreign friend about education. He said, it is very tired to run a school, and the students are also very tired with their studies. It is like playing soccer, I am playing for myself, and you are playing for the 1.3 billion people, no wonder you are so tired. I said that, for us who have devoted ourselves to the educational cause, who have inherited the Chinese tradition, it is true. We should run the school for the people and study for the people. We are managing education for the country. My motto is "To put myself to the trouble of running the university, and to avoid indulging myself in enjoyment". I never feel tired, and even if I am tired, I feel pleasant. This is the insight which I have to development the university.

“中国民办高校发展”讲演提纲

一、中国民办教育源远流长（西周的百家争鸣、勃发私学、孔孟、庠序、东林书院、设塾授学、武训义学、集美学校）

二、100多年前，中国的私立或民办教育高校大多得到西方文化的影响。从办学的课堂设置到管理都有师从西方名牌学校的痕迹，如京师大学堂、清华留美预科班、燕京学社、南开大学都是私立、民办或政府与个人合办的学校，他们是中国近代民办教育的先遣队。

三、由于国家、国体、政体、制度的变迁，解放后实行师从苏联的一边倒政策，加之“一大二公”的左的路线影响，高度的计划性，高度的公有制，特别是“文化大革命”对教育的冲击，民办私立教学几乎取缔殆尽。

四、上个世纪八十年代以来，中国实行改革开放政策，国家宪法鼓励社会力量办学，积淀几十年的社会办学热情象火山一样迸发出来，“蓄之既久、其发必速”。所以一下子涌现了大批的不同层次民办、私立学校，单北京就有100多所，与公立学校的数量不相上下，预示着大国、穷国人民自力更生办大教育的美好前景。

五、中国民办教育大致分几种人在办：一是企业办，二是教授办，三是社会人士办。企业办学往往把学校当成附属物，也有属于附庸风雅之类。也有举公益之旗为企业服务的；教授办学往往脱不出公办学校之窠臼，嚼别人嚼过的馍，难以取得突破性进展，又难以实现集约化管理；社会人士办学如啸聚山林的豪侠，不少成为匆匆过客，不多的经过惨淡经营，逐步获得成功，成功的又往往以市场运作为首的科学规范的管理教育为见长，取天时、地利、人和而获得扎根——生存——发展——做强——做优。大凡这些学校，都循这一规律。

扎根，必有破土成苗的经济力和人际关系基础。

生存，必有适应需求的学校性质定位和专业设置。

发展，必有国家社会的支持，有生源市场和就业市场。

做强，必有严格的管理，有高人一筹的教育教学质量和信誉，具有上乘的师资群落，有一整套服从服务教育教学的人性化、科学化的管理队伍。

做优，必有与时俱进的辩证法指导下的超人而切合实际的管理理念，有较先进的管理体制和管理机制，能把世界最好的教育理论、方法、手段与本校的实际创造性结合起来。

六、中国民办教育的走向应是势头看好、步履艰难。预计50年左右，中国民办教育与公办教育并驾齐驱，民办高等教育预计30年左右，将与国立高校平分天下。如果国家政策的砝码向民办教育较大倾斜，也可能加上一部分提前量。中国的民办教育将在2030到2050年左右赶上中等教育发展

展水平的国家。

七、本人作为一所普遍的民办高校创始人之一，肩负着董事长、校长职务，我对我的学校发展充满信心。

第一、我们不提倡中国古代民办私立学校那样“万般皆下品，唯有读书高”“朝为田舍郎，暮登天学堂”的导向，我们提倡学真本领，提倡“育人报国”。

第二、我们吸收现代企业制度的内核，实行股份制经营，又突出其公益性保证。

第三、中国有位民办教育的教育家，名叫陶行知。他师从美国著名教育家杜威，回国开创性地发展了符合中国国情和爱国、救国精神的教育。他有句名言叫“捧着一颗心来，不带半粮草去”。我深受他精神感染，我已与同仁们约定并上报教育主管部门，办学谢绝任何个人回报，“下半辈子无大愿，惟求办好北科院”。

第四、去年我与一位外国朋友谈教育，他说，你们办学很累，学生学得很累，就象踢球一样，我们就为我自己踢球，你们说是为13亿人踢球，能不累吗？我要说，我们忠诚教育事业的人，体现中华传统的中国人，就是这样的提法，我们应为人民而办学，为人民而学习，为我们国家而办教育。我的座右铭是：“忧劳兴校、豫逸亡身”。我不感到累，就是累，虽苦犹甘。这就是我所持的办学发展观。