

Modernization of Chinese Higher Education and Impact from Japan

Fengqiao Yan*

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Thank you, Professor Huang. It is my great honor to present my talk to congratulate the 50th anniversary of Research Institute for Higher Education, Hiroshima University.

1. Introduction

I have divided my talk into six parts. [slide 2]

The first part is introduction. Among all world civilizations, Chinese civilization is long and continuous. Compared with Western civilization originated from the ancient Greece, the Chinese civilization is featured with humanity, and it emphasizes social relationship and social order. Buddhism is borrowed from India and integrated into Confucian. Since then, this integration has shaped the Chinese civilization. The 20th century has witnessed another significant civilization integration from Europe. Contrast to the first integration, the second integration is

* Title: Professor, dean, Graduate School of Education, Peking University, China.

Major academic areas: organization and governance in higher education, private higher education, academic profession. He has been principal investigator of several research projects sponsored by World Bank, Ford Foundation, and Chinese government.

Publication: Dozens of paper have been published in English and Chinese journals, including *The Review of Higher Education*, *European Review*, *Frontiers of Education in China*, *Chinese Education and Society*, *Educational Research* (Chinese), *Higher Education Research* (Chinese) and so forth. Monography: *Organization and Governance of University* (2006)(Chinese). coeditor of two books: *Efficiency, Equity and Adequacy: Financial Reform of Chinese Basic Education* (2010) (Chinese), and *Challenges to the Higher education in Post-massification* (2012) (Chinese).

a tougher process and is accompanied with external invasion. In the process, Japan plays an important role. As we know, Japan learnt a lot from China in her earlier history. In this sense, China and Japan share a great deal in culture. Because of industrial revolution, the Western countries made progress and became the leader of the world. They expanded to the world market, disseminated Christian believes, and colonized other so-called uncivilized countries. A few decades before China was forced to open to the Western world, Japan had already opened to the Western society and became stronger than and superior to China. Japan's experience has influenced China's modernization. The history deserves review and study. [slide 3]

2. History: Taixue and Daxue

As I mentioned above, we can split China's history into two periods. The first period is before 1840, and the second period is after 1840. Historical division is also true for China's higher education. The earliest form of China's higher education can be traced back to *Han* Dynasty, and it is termed *Taixue* (太学). In this period, China had its own knowledge, teaching and learning system. In the second period, or modernization period, China began to learn from the Western countries for their university systems (*Daxue* 大学 in Chinese). Consequently, China has transformed its traditional form of higher education, even abolished its tradition and totally imitated the Western university style. In the latter period, targeted countries were shifted respectively from Germany to Japan, Russia and the United States. Particularly, China mainly learned from Japan between 1860 and 1911. The first Sino-Japanese War in 1894-5 was a special event, in which China lost the war and signed the unfair treaty with Japan. [slide 4]

From 1896 on, more and more Chinese scholars and students went to Japan for their studies. In 1902 and 1903, the government in *Qing* Dynasty modelled after Japan for its King James Charter and Write the School Charter. The latter was implemented in practice, which ranged from specialization idea, translation of curricula subject, and textbook. In 1905, the Chinese government abolished the Imperial Examination (科举), and transformed old academy (书院) to modern school (学堂). This has not only changed China's traditional educational system but also changed overall Chinese society. Particularly, since 1905, Chinese government set up scholarship to encourage people to study abroad. [slide 5]

Two numbers showed how Japan became a popular destination for oversea study.

In 1906, 7,283 Chinese students went to Japan to study. Between 1905-1915, more than 50,000 students went to Japan, a majority of them studied for short time (less than one year). In the First World War, China was in success group but treated unfairly. *New Youth Journal* edited by *Chen Duxiu*, who studied back from Japan and became a dean in Peking University, manifested New Culture Movement in 1915. Four years later, May 4th Movement started from PKU and spread out countrywide. [slide 6]

3. Necessity to learn from Japan

Why did China want to learn from its enemy Japan? We know that the *Meiji* Restoration (明治维新) started from 1868 led Japan to a modern state. The rationale is that China can become stronger by learning from Japan. Chinese intellectuals believed that the success of Japan is attributed to its talent and education. Therefore, China needed to learn Japan's education system. [slide 7]

After his study trip in Japan, Mr. *Huang Zunxian* (黄遵宪) wrote *Nippon Annals*, the first book that comprehensively introduced Japan to China. [slide 8]

In the book, Mr. *Huang* underscored that China's problem was over-confident and blindness. To the contrary, Japan innovated since *Meiji*. He convinced that China could become stronger by innovating and learning from Japan. [slide 9]

In his book, Mr. *Mao Zedong* commented that Japan made progress by learning from the West, and no doubt China could learn from Japan. This is common view of Chinese government and most Chinese people. Such intellectual as *Zhang Zhidong*, strongly believed that China could become stronger by strengthening its education. In 1898, China's emperor *Guang Xu* had to make Reform Movement (维新变法). Unfortunately, the Movement lasted just for one hundred days and eventually failed. The only survival was Imperial University of Peking, the predecessor of Peking University, which modeled after Tokyo University. [slide 10-11]

The view of learning from Japan was strengthened by Japan's success over Russia in the Russo-Japanese War (1904-5), which was the first east winning in the East-West battle. [slide 12]

4. Convenience and relevance to learn from Japan

(1) *Convenience*

Why did China learn from Japan instead of the West countries? Mr. *Liang Qichao* explained convenience. Specifically, there are six reasons: close, same characters, short travel time, saving cost, Chinese government recognition of graduates from Japan, and China's domestic disturbance. [slide 13]

Three quotations here say German and Japan are first two choices for China by *Kang Youwei* and *Zhang Zhidong*, two influential intellectuals. [slide 14]

Cai Yuanpei had the same opinion, who was the first education minister in Republic China, and he later became president of Peking University in 1917. He returned from Germany and changed Peking University by its German counterpart. [slide 15]

(2) *Relevance*

When China initiated its modernization, there were several choices. At least two choices were available for its regime: constitutional monarchy or republic. For constitutional monarchy, the Great Britain and Japan were two choices. Japan was transformed from decentralization to centralization in *Meiji*. China's had monarchy tradition and likeness with Japan. So, Japan's experience seemed to be more relevant to China than European counterpart. [slide 16]

5. Japan's Influences

(1) 1906, *Xuebu* made educational policy, including five components: loyalty to monarch, the worship of Confucius, public concern, martial spirit, practical concern.

In 1906, *Xuebu* (学部, China's Ministry of Education) made educational policy, of which five components were core: loyalty to monarch, the worship of Confucius, public concern, martial spirit, practical concern (“忠君、尊孔、尚公、尚武、尚实”). Among five components, martial spirit came directly from Japan. [slide 17]

(2) Providing teacher for new-type schools

China needed a great number of teachers urgently for its modern schools. Where did teachers come from? The statistics said that there were 467 teachers in provincial excellent normal schools (优级师范学堂). Of which, 144 were oversea graduates, representing 30.8%. A majority of oversea graduates came back from Japan, and they were short-program graduates (half to one year). [slide 17]

(3) Textbook

Textbooks were important for modern schools and universities to deliver their courses. Two historical facts meant Japanese influence. First, in 1900, *Shangwu* Press published textbooks, mostly by editing Japanese textbooks. Second, in 1906, Chinese government set up Compiled Books Bureau under *Xuebu* (学部). The function of the bureau was to publish textbooks, and the bureau was staffed mostly by graduates from Japan. [slide 18]

(4) Teaching methods

Modern teaching methods differed from traditional teaching methods. In modern disciplines, education science or pedagogy became a special field for study. In this sense, the five-period method by German Herbart was introduced to China through Japan. In 1902, *Yang Baoheng*, studying back from Japan, initiated experimental method in China. Single level compound (单级复式) teaching replaced old-style private school (私塾) teaching in rural, popularizing new-type schooling. [slide 19]

(5) Long list of famous persons studying in Japan

In this page, I provided a list of intellectuals and State men who studied in Japan and came back to China to lead China's social and cultural revolutions. [slide 20]

6. Closing remarks

Modernization in China was accompanied with the open door policy either by force or by peace. There were two significant integrations of civilizations in China's history. The first one (Buddhism) occurred one-thousand years ago, and the second one (Christian) occurred one-hundred years ago. The second one is still


going on.

There are differences between Chinese learning and Western learning. The Chinese learning is featured with an emphasis on personality cultivation and practical concern. To the contrary, the Western learning is featured with an emphasis on objective knowledge discovery and teaching, and meta-physical characteristics. Ruth Hayhoe described China's modern higher education history as one-hundred year's cultural conflict. This is arguably a research issue. Today, Chinese government policy for university direction has two aspects: Chinese characteristics and World-class (中国特色, 世界一流). How can Chinese universities contribute to the world? This is a practical issue and an academic issue as well. [slide 21]

That's all for my presentation. Thank you very much.



Outline




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- 1. Introduction
- 2. History: Taixue and Daxue (university)
- 3. Necessity to learn from Japan
- 4. Convenience and relevance to learn from Japan
- 5. Japan's Influences
- 6. Closing remarks

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1. Introduction



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- Chinese civilization is long and continuous.
- It is featured with humanity, emphasized by social relationship and order.
- The 20th century, an unprecedented change in the Millennium (“千年未有之变局”) .
- The modernization went with opening to the outside world (“放眼看世界”) .
- The process is forced by external invasion instead of voluntary.
- Japan has special connection with China for better and worse.
- Always tension between China's own tradition and external impacts.

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2. History: Taixue and Daxue



- Two lines: indigenous (vertical) and borrowing (horizontal) (“上法三代、旁采泰西”)
- Taixue : *Han* Dynasty
- Daxue (university): late *Qing* Dynasty
- From current point of view: Borrowing > heritage
- Borrowing from where since 19th century: Germany, Japan—USA—Russia—USA (陈, 2002: 24)
- 1860-1911, deep impact from Japan (许, 2000: 64)
- 1894-5, Sino-Japanese War (甲午战争), China lost the war, unfair *Maguan* Treaty (《马关条约》)

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- From 1896 on, more and more Chinese study to Japan.
- 1902 & 1903, stipulated King James Charter (《钦定学堂章程》) & Write the School Charter (《奏定学堂章程》), model after Japan.
- Write the School Charter, imitation ranged from specialization idea, translation of curricula subject, and textbook (陈, 2002: 13).
- 1905年, abolishing The Imperial Examinations (科举), transformation of academy (书院) to school (学堂).
- Since 1905, oversea study scholarship by Chinese government.

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- 1906, 7,283 Chinese students went to Japan to study (许, 2000: 63)
- 1905-1915, more than 50,000 oversea students to Japan (高, 2003: 2)
- 1915, the unfair Twenty-one Treaty (《二十一条》) .
- *New Youth Journal* edited by *Chen Duxiu*, New Culture Movement.
- 1919, May 4th Movement started from PKU.

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3. Necessity to learn from Japan

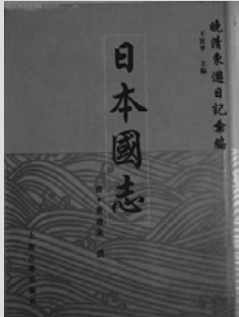

- 1868 The Meiji Restoration (明治维新) leads Japan to a modern state.
- China can become stronger by learning from Japan.
- Success of Japan comes from its talent and education. (“其国遍设各学，才艺足用，实能胜我也。” 1898, 康有为《请开学校折》)



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- After study trip in Japan, Huang Zunxian (黃遵宪) wrote *Nippon Annals* (《日本国志》1895) .




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- China's problem is over-confident and blindness mentioned by Huang (“若中国旧习，病在尊大，病在固蔽。” 钟，2002: 211)
- To contrast, Japan innovated since Meiji. (“变法以来，革故鼎新，旧日政令，百不存一。” 钟，2002: 209)




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- *Mao Zedong* describes that Japan made progress by learning from the West, and China wanted to learn from Japan (“日本向西方学习有成效，中国人也想向日本学。” 钟，2002: 209) .
- 1898 China was forced to make Reform Movement (维新变法) .
- Imperial University of Peking (京师大学堂) models after Tokyo University (许，2000: 64) .



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- Intellectuals believed that China can become stronger by strengthening its education. (“学成而归，用为将相，政事一变，雄视东方”，张之洞，《劝学篇》1898)



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- The Russo-Japanese War (1904-5), Japan won Russia.
- China became more realized necessity to learn from Japan.
(“于是增其兴学之力，而坚其改良教育之志。”郭秉文，《中国教育制度沿革史》，1922: 53)





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4. Convenience and relevance to learn from Japan

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- (1) Convenience
- Why did China learned from Japan instead of the West?
- *Liang Qichao* mentioned convenience.
- Six reasons: close, same characters, short travel time, saving cost, recognition of oversea student from Japan, domestic disturbance (舒, 2011: 31).



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- Three quotations say German and Japan are first two choices by *Kang Youwei* and *Zhang Zhidong*, two influential intellectuals.

（“今各国之学，莫精于德，国民之义，亦昌于德，日本同文比邻，亦可采择。请远法德国，近采日本，以定学制”，康有为《请开学校折》1898）。“德之势最强，而学校之制，惟德最详；日本兴最骤，而学校之数，在东方之国最为多。”张之洞，刘坤一《筹议变通政治人才为先折》1901。“西书甚繁，凡西学不切要者，东人已删节而酌改之”，“我取径于东洋，力省效速。”张之洞《劝学篇》1898）

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- *Cai Yuanpei* had the same opinion. （“日本则变法时所创设，取西洋各国之制而折衷之，取法于彼，尤为相宜。”，蔡元培《全国临时教育会议开会词》）



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- (2) Relevance
- Two choices for regime: constitutional monarchy and republic.
- Constitutional monarchy: Great Britain and Japan types (Meiji from decentralization to centralization) (钟, 2002: 211)
- China's had monarchy tradition. (“日本之教育所切实表章者。万世一系之皇统而已。”《学部奏请宣示教育宗旨折》1906)。

5. Japan's Influences

- (1) 1906, *Xuebu* (学部) made educational policy, five components: loyalty to monarch, the worship of Confucius, public concern, martial spirit, practical concern (“忠君、尊孔、尚公、尚武、尚实”)。 “martial spirit” directly from Japan.
- (2) Providing teacher for new-type schools.
- 467 teachers in provincial excellent normal school (优级师范学堂) . 144 oversea graduates, 30.8%. majority from Japan, short program finisher (half to one year). (尚, 2003: 66-67)

- (3) Textbook
- 1900, *Shangwu* Press published textbooks, mostly by editing Japanese textbooks.
- 1906, Compiled Books Bureau of *Xuebu* (学部) published textbooks, which was staffed by oversea graduates from Japan.

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- (4) Teaching methods.
- Five-period method by German Herbart spread to China through Japan.
- 1902, *Yang Baoheng*, studying back from Japan, initiated experimental method.
- Single level compound (单级复式) teaching replaced old-style private school (私塾) teaching in rural, popularizing new-type schooling.

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- (5) Long list of famous persons studying in Japan.
- Influence from Japan goes beyond Chinese universities.
- Intellectuals (士：天下观) .
- Intellectuals: 王国维, 鲁迅, 陈独秀, 钱玄同, 夏丏尊, 朱希祖, 李叔同, 苏曼殊, 杨昌济, 沈尹默, 李四光, 经亨颐, 范源濂, 梁启超, 李大钊等。
- State men: Sun Yat-sen (孙中山), Chiang Kai Shek (蒋介石), 周恩来, 秋瑾等。

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6. Closing remarks



- Modernization: Integration of China and the West
- Chinese learning: personality cultivation, practical
- Western learning: knowledge teaching, meta-physical
- The process is still going on today.
- Chinese characteristics and World-class (中国特色, 世界一流) .
- How can China contribute to the world?
- Historical review can shed lights.

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• Congratulation for the
50th anniversary of RIHE.

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