

The Public Higher Learning in Imperial China

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Higher Education in China

- Rapid development of higher education in China
 - Overall scale
 - Research capacity

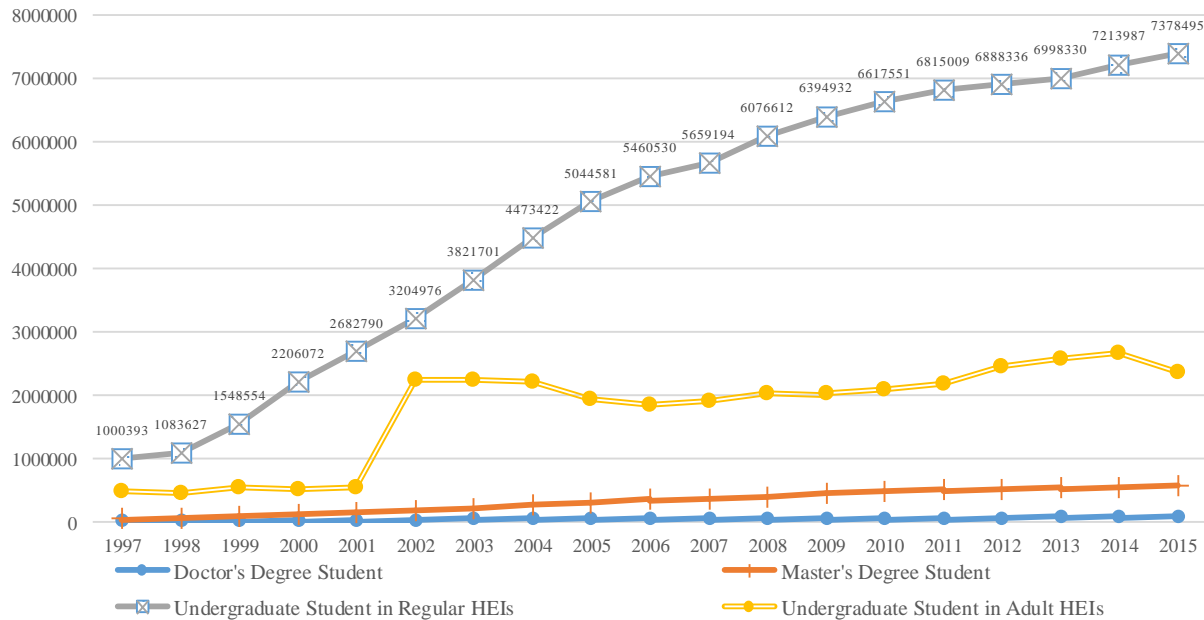


Figure 1. Entrants of students in HEIs (1997-2015)

Source: Ministry of Education, China

Table 1. ARWU top 300 universities in Mainland China

Year	Number of universities in top 300 (Mainland China)	Top 300 Universities in Mainland China
2003	2	THU(201-250), PKU(251-300)
2005	2	THU(153-202), PKU(203-300)
2007	6	THU(151-202), NJU(203-304), PKU, SJTU, USTC, ZJU
2009	6	NJU(201-302), PKU, SJTU, THU, USTC, ZJU
2011	7	THU(151-200), FDU(201-300), NJU, PKU, SJTU, USTC, ZJU
2013	8	FDU(151-200), PKU, SJTU, THU, ZJU, NJU(201-300), SYSU, USTC,
2015	13	PKU(101-150), SJTU, THU, ZJU, FDU(151-200), SYSU, USTC, HIT(201-300), HUST, JLU, NJU, XJTU,
2016	18	THU(58), PKU(71), FDU(101-150), SJTU, USTC, ZJU, HIT(151-200), SYSU, XJTU, BJNU(201-300), HUST, JLU, NJU, SCU, SooChow U, SCUT, SEU, XMU

Higher Education in China

- State's huge investment to higher education in China

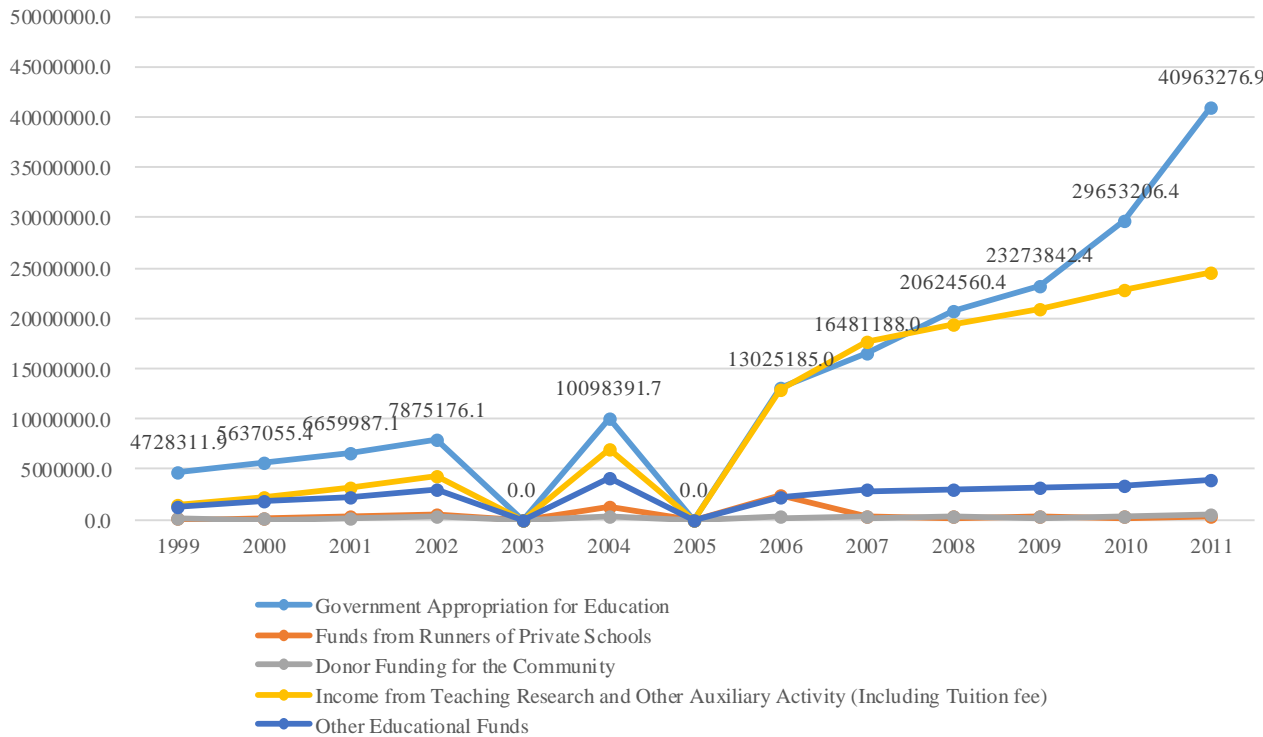


Figure 2. Sources of Educational Fund for HEIs (1999-2011, without 2003, 2005)

Unit: RMB10,000 (r. \$1400) Source: Ministry of Education, China

Table 2. Percentage of Educational Funds for HEIs

Year	Government Appropriation for Education	Funds from Runners of Private Schools	Donor Funding for the Community	Income from Teaching Research and Other Auxiliary Activity (Including Tuition fee)	Other Educational Funds
1999	61.84%	0.51%	2.14%	18.03%	17.48%
2000	57.34%	0.92%	1.56%	22.04%	18.14%
2001	53.38%	2.03%	1.40%	25.04%	18.14%
2002	49.74%	2.64%	1.77%	26.94%	18.92%
2004	44.73%	5.80%	0.96%	30.73%	17.78%
2005	42.60%	7.66%	0.64%	42.22%	6.88%
2007	43.81%	0.85%	0.73%	46.94%	7.67%
2008	47.45%	0.69%	0.67%	44.47%	6.73%
2009	48.66%	0.69%	0.55%	43.57%	6.53%
2010	52.68%	0.48%	0.53%	40.45%	5.86%
2011	58.34%	0.47%	0.62%	35.07%	5.50%

Source: Ministry of Education, China

Higher Education in China

- State's support to higher education a contemporary phenomenon or a tradition?
 - Higher learning has always been under full support of the state since ancient times

Content

- Ideas about public and higher learning
- Higher Learning Institutions
- The Civil Service Examination (*Keju*)
- Support for Higher Learning
- Discussion

Ideas about Public

- Self
 - No absolute 'self' in the Western sense (Hsu, 1985)
 - Co-existence of the 'smaller self' and 'larger self' (Cheng & Yang, 2015)
- Meanings of public and private change because of 'self'

Table 3. Smaller self and Larger self in Chinese tradition (Huang, 2010)

Smaller self/ Private	Larger self/ Public
Individual in family	The family
The family	The society/ state
The society/ state	International society

Ideas about Higher Learning

- Four groups of people
 - Literati, peasants, artisans and merchants
- Privilege of becoming literati
 - Release from corvee
 - High prestige
 - Political power and salary
- Higher learning
 - Only way of entering the literati group
 - The priority to spend money on

Confucius's ideas of education's public role

- The public openness of education
- Education as a way of spreading state-supported values by internalising them to individuals
 - For the good of people's well-being
 - For maintaining social order, especially the state's rule

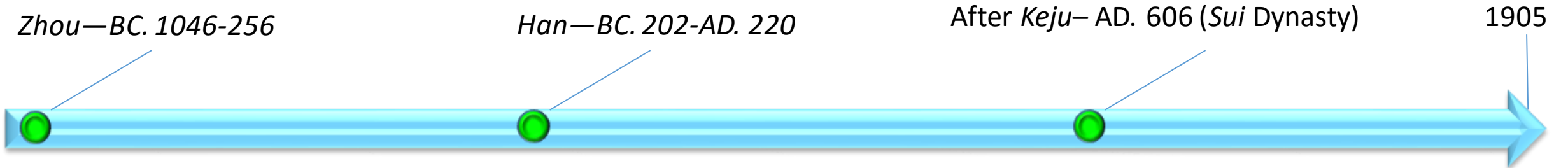


Confucius (BC. 551-479)—educationist

Higher Learning Institutions

- Public higher learning institutions
- Private higher learning institutions

Public Higher Learning Institutions



Zhou—BC. 1046-256

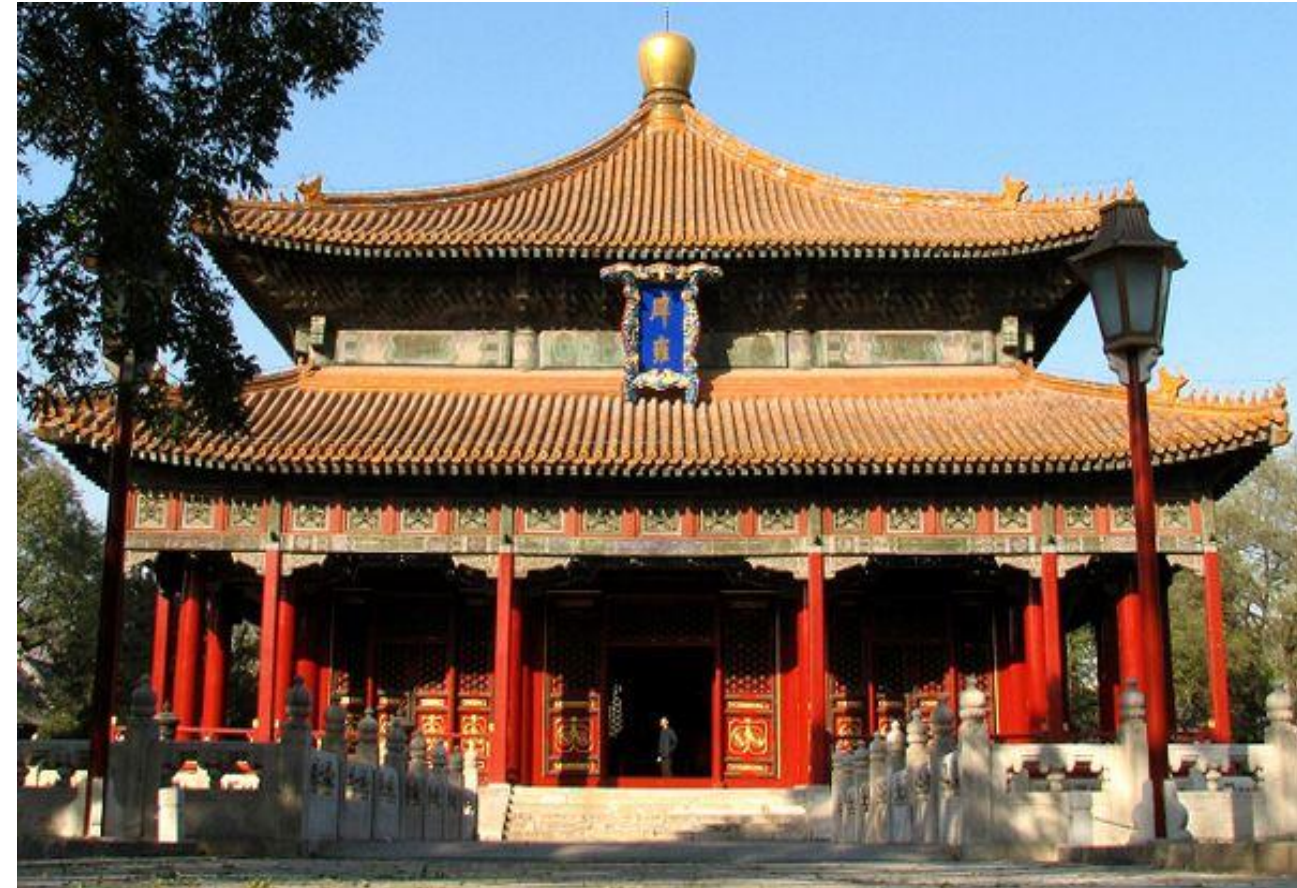
Han—BC. 202-AD. 220

After Keju— AD. 606 (Sui Dynasty)

1905

- **Institutions:** Public HLIs held by the Central government and by subordinated kingdoms
- **Aim:** Cultivating the next generation of monarchs/officials
- **Curricular:** Six parts centered around 'human relations'
- **Teachers:** Governmental officials
- **Students:** Aristocratic juniors
- **Duration:** nine years
- **Institutions:** A unified education system—*Taixue* as the Public HLI
- **Teachers:** *Boshi* (doctors) belonged to *Taichang* (a special officialdom)
- **Students:** *Boshidizi* (doctors' students) recruited by *Boshi* or recommended by local officials
- **Students' privilege:** released from tax and corvee, reward from emperor
- **Duration:** normally one year
- **Curricular:** Closely related to *Keju*
- **Education administrative agency:** *Guozijian*
- **Six HLIs :** *Liuxue*
 - ***Guozixue* and *Taixue*:** Confucian classic literatures and history
 - ***Simenxue*:** contemporary politics
 - ***Shuxue, Suanxue* and *Lvxue*:** specific books, mathematics, and law

Public Higher Learning Institutions



Private Higher Learning Institutions

- Private higher learning institutions
 - The right to building private HLIs
 - Curricular:
 - Self-determining (before *Ming* dynasty)
 - Determined by *Keju* (after Ming dynasty)
 - Institutions:
 - Confucius's school
 - *Shuyuan, Jingshe, Jinglu...*
 - Funding:
 - Completely private-funded
 - Partial state-funded

Private Higher Learning Institutions



Keju—the Civil Service Examination

- *Keju*:
 - The only mean of realising social mobility (Cheng & Yang, 2015)
 - An instrument for social control and political efficacy (Elman, 1991)
 - A way of reproducing the political legitimacy of both Confucianism and the Imperial state (Chaffe, 1995; Kahn, 1971; Miyazaki, 1976)
- Official Recruitment before *Keju*
 - Recommendation based on different criteria
 - Corruption appeared later on

Keju—the Civil Service Examination

- *Keju*—recruit real talented people
 - Based on political and administrative ability
 - Candidates' understanding of political affairs
 - Four Books and Five Classics
 - Eight-leg articles (after *Ming* dynasty)
- Higher learning and *Keju*
 - *Higher learning content—Keju test content*
 - Higher learning institutions—a site for preparing for *Keju*

Keju—the Civil Service Examination

- Positive impact
 - Integrated education with official recruitment
 - Made education a main way of social mobility
 - A bond linked common culture and Confucianism (Duara, 1991)
- Negative impact
 - Constrained education to political purpose only
 - Rent-seeking behaviours, corruption

Support for Higher Learning

- State's support and control
- Society's support
- Families' support

State's Support for Higher Learning

- State's support for public HLIs
 - Special administrative agency to administer higher learning
 - Infrastructure construction
 - Teachers' and administrative staff salaries
 - Students' living expenses
- State's support for private HLIs: financially
- State's control—Example of Jixia Academy
 - Possible to balance academic autonomy and state control
 - The appointment of the principal
 - Literati's detachment from administrative work

State's Support for Higher Learning



Support for Higher Learning

- Social Support
 - Financial endowment
 - Volunteer teaching by famous scholars
- Families' support
 - Educational and living expenses
 - Some established family-owned schools (eg. *Shuyuan*)
 - Supervise and encourage family members—material and spiritual incentives/punishment

Further Discussions

- Legacies on higher education in contemporary China
- What public contribution did higher learning make in imperial China?
- How to balance state support and state control? (academic autonomy and freedom)

Thank you!

Q & A