



华南理工大学国际教育学院

School of International Education
South China University of Technology

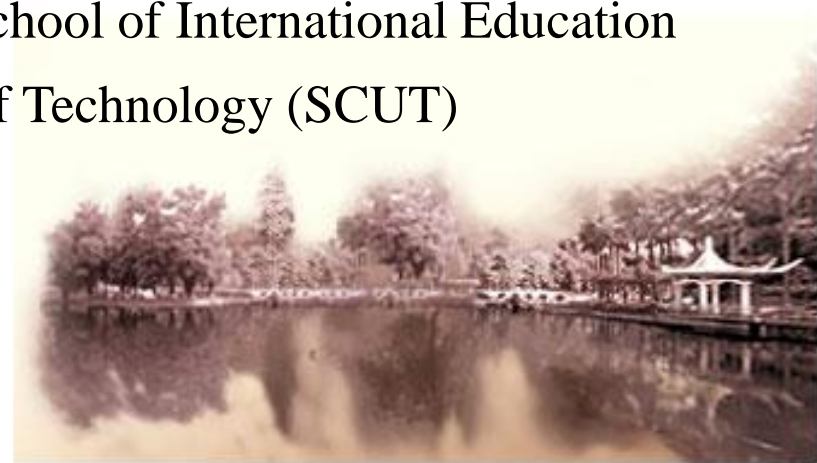
Education: Confucius Thoughts

2017.2.17 (Friday)

Nepal Engineers' Association (NEA)

Engineer Bhawan, Pulchowk, Lalitpur, Nepal

Prof LIU Cheng (Brady), Deputy Dean of School of International Education
(SIE) at South China University of Technology (SCUT)



明辨篤行
博學慎思

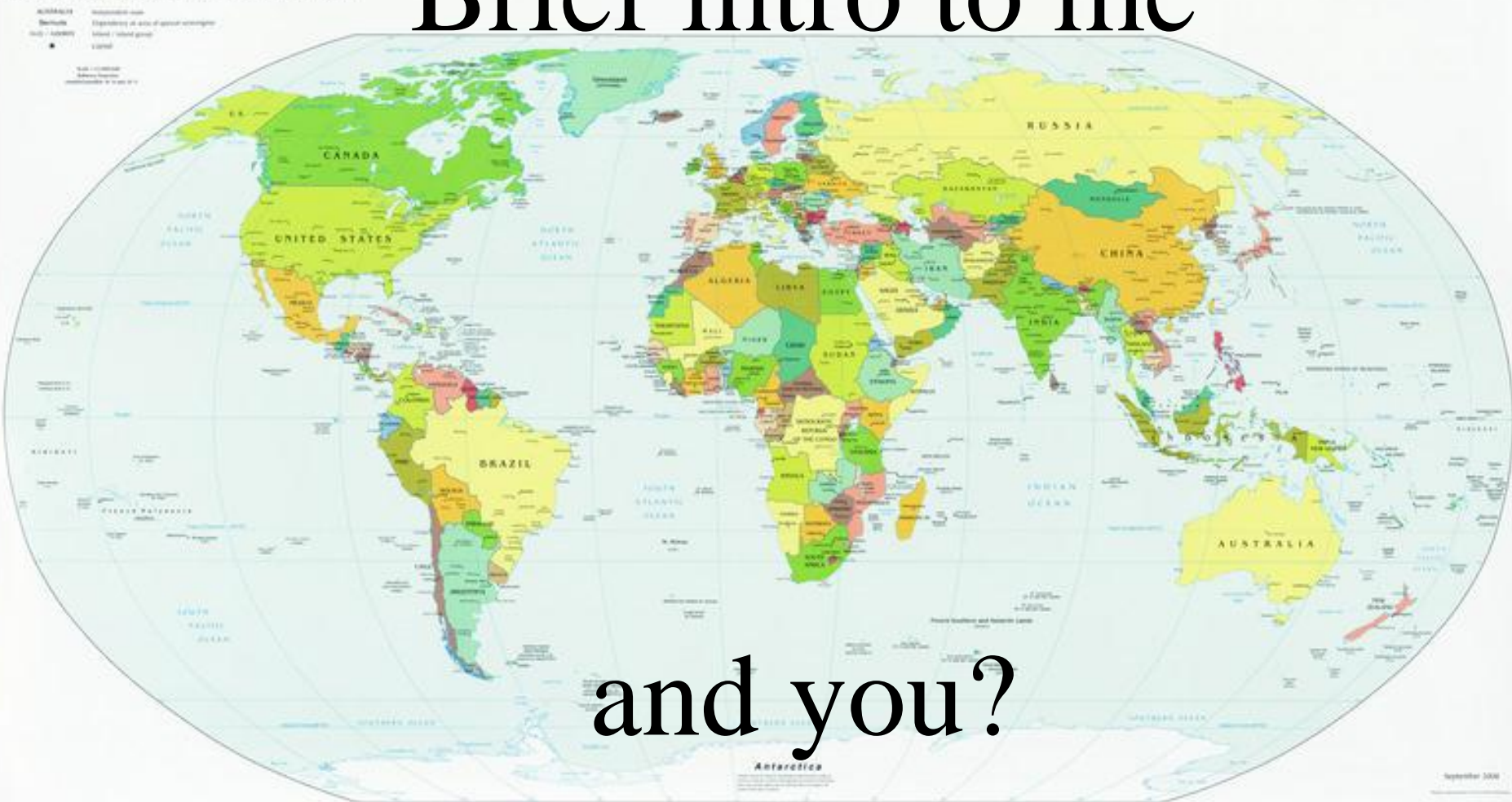


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School of International Education
South China University of Technology

Political Map of the World, September 2008

Brief intro to me



and you?



■ General Course Statement:

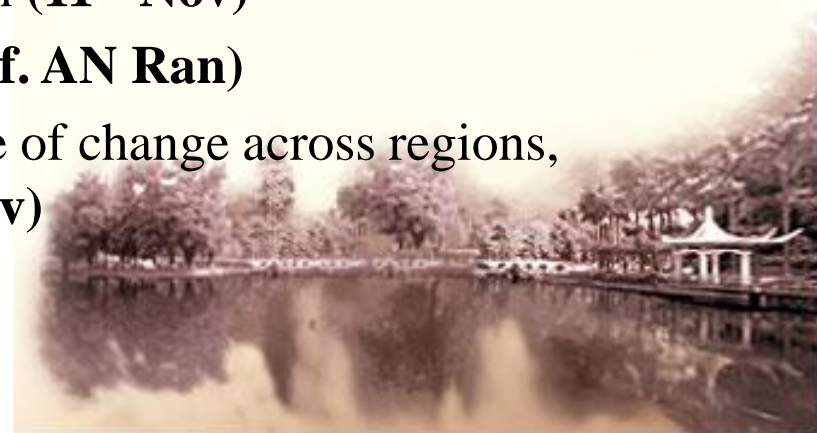
The purpose of this course is to acquaint you with different aspects of Chinese culture and other cultures of the world. The goals of the course are to assist you in acquiring the knowledge of Chinese culture and society, having a basic idea of what China is, in order to help you in your four-year degree study, to adapt yourself in learning styles and to be more comfortable by studying, living or working in China. The course is structured into several major areas of study as shown in the following syllabus.





Chinese Culture and Society (SYLLABUS)

1. Outline of History, Geography, Agriculture, food, tea (**23rd Sep**)
2. Language, writing system and calligraphy (**30th Sep**)
3. History of Seal and Seal Carving (**14th Oct, by guest speaker HUANG Liang, interpreter LI Siqing**)
4. Education: then and now (**21st Oct**)
5. Study Trip to Zhuhai Shengbao Museum (**28th Oct, Prof. AN Ran**)
6. Cultural Diversity: Philosophy and Harmony, family, Guangxi, Population, Social Reform, Urbanisation (**4th Nov**)
7. Study Trip to Lingnan Impression Garden (**11th Nov**)
8. Bone Carving: field study (**18th Nov, Prof. AN Ran**)
9. Cultural Diversity: Differences in the rate of change across regions, nationalities and generations (**25th Nov**)
10. Essay presentation (**2nd Dec**)





Requirements: you are required to

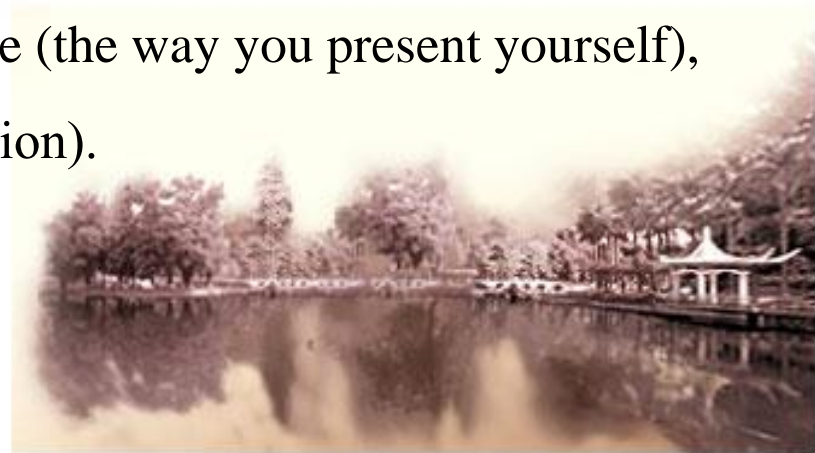
- 1. attend and participate in all class seminars.
- 2. complete team presentation on aspects of your own culture(s).
 - ◎ around 15 minutes for each team
- 3. complete an essay about Study Trip to Lingnan Impression Garden.
 - ◎ no less than 1000 words
- 4. complete a final essay about Zhuhai Shengbao Museum, or the comparison between Zhuhai Shengbao Museum and your own culture.
 - ◎ no less than 2000 words





Policies & Expectations:

1. You must attend class in order to participate in exercises and discussions. If you miss class seminars, you will lose attendance/participation course credit (points) as follows: 2 points per class missed. If you are late for class for 3 times, it will be counted as one class missed.
2. The written assignment must be typed and will be graded for content and format.
3. Oral presentation will be evaluated based on four elements: how (the process of information collection), what (the content), style (the way you present yourself), and time (5 minutes for each person's presentation).





Course Evaluation

Final grades will be cumulative and based on:

- | | |
|---------------------|-----|
| 1. Class attendance | 20% |
| 2. Class discussion | 20% |
| 3. Presentation | 20% |
| 4. Essay | 40% |





What to submit

Submit four documents as following:

- 1. slide of team presentation on aspects of your own culture(s).
- 2. essay about Study Trip to Lingnan Impression Garden (no less than 1000 words).
- 3. slide of your final essay presentation.
- 4. final essay about Zhuhai Shengbao Museum, or the comparison between Zhuhai Shengbao Museum and your own culture (no less than 2000 words).





How to submit


- DO put your 4 documents in one file, and name your documents with ‘team presentations’, ‘essay about Study Trip to Lingnan Impression Garden’, ‘final essay presentation’, ‘final essay’, and name the file with your full name. DO remember to put your name in each slide and word document!
- DO send the file to your monitor, the monitor will collect all the files and email to the instructor.
- **DON'T send your documents/file to the instructor separately!**





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Deadline for submission:
5:00pm, 31st Dec 2016

If you miss one day, you will lose 10
points (essay credit).



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Lecture 3

Education: then and now

Confucius said, 'If you think in terms of a year, plant a seed; if in terms of 10 years, plant trees; if in terms of 100 years, teach the people'.



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What Confucius says about education



As a Sage,
Confucius(551B.C.-479B.C.)
is not only famous as a
thinker who created the
Confucianism, but he is also
revered great educator.

长寿!





Introduction of Confucius Name

Surname:

(姓)**Kong** (孔)(Pinyin: Kǒng)

Given name:

(名)**Qiu** (丘)(Pinyin: Qiū)


Courtesy name:

(字)**Zhongni** (仲尼)(Pinyin: Zhòngní)

Posthumous name:

(谥)**The Ultimate Sage** 孔夫子;





Confucius most frequently referred to **Kongzi**(孔子), was a famous Chinese thinker and social philosopher, whose teachings and philosophy have deeply influenced East Asian life and thought.

Confucius' thoughts have been developed into a system of philosophy known as Confucianism. It was introduced to Europe by the **Jesuit Matteo Ricci**, who was the first to Latinise the name as "Confucius".





- The *Analects* (论语), also known as the *Analects of Confucius*, are a record of the words and acts of Confucius and his disciples, as well as the discussions they held.





Confucius says:

At 30, I took my stand; (三十而立)

Family education

At 40, I no longer had doubts; (四十不惑)

At 50, I knew the will of the heavens; (五十而知天命)

At 60, my ear was attuned; (六十而耳顺)

At 70, I follow all the desires of my heart without breaking any rule. (七十从心所欲不逾矩)

(*Analects*, translation by James Legge)






Moral Golden Rule

Adept Kung asked: “Is there any one word that could guide a person throughout life?”

*The Master replied: **never impose on others what you would not choose for yourself?**“（己所不欲勿施于人）*

(Analects XV.24, tr. David Hinton)





1. the first person who established a private school (home school), and opened the school door to everyone, whether the student was wealthy or poor, noble or humble.

2. “Provide education for all people without discrimination” (Yǒujiāowúlèi, 有教无类).

Two implications!

3000 students, amongst whom there were 72 outstanding pupils.

Just imagine this approach to education happened more than 2500 years ago!





3. “learn and review it from time to time”, as one could “gain new knowledge by reviewing the old”.

4. Learning and thinking were to be combined, as “Learning without thought is labour lost, thought without learning is perilous”.

5. He also noted that interest plays an important role in learning, and said about study “to love it is better than to like it, to like it is better than to know it.”

兴趣是最好的老师!





6. “teaching benefits teachers as well as students”,
teachers should learn from teaching and students.

教学相长



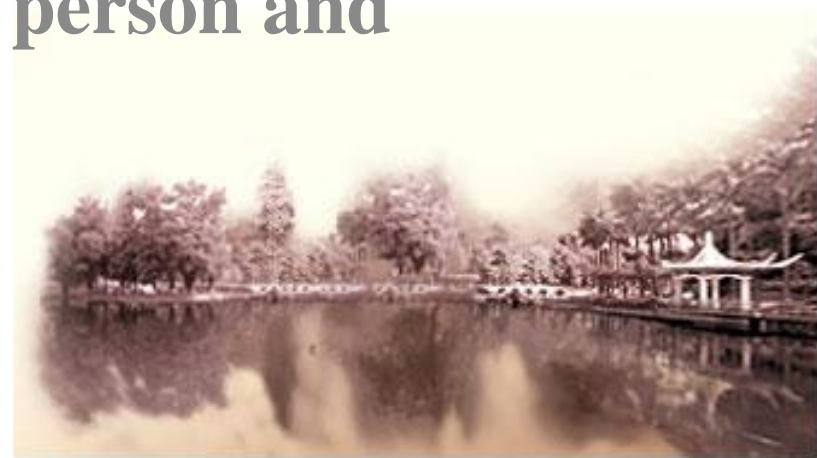
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Confucianism then and now believes that a gentleman could be created if he is well educated. It was seen as a prerequisite to joining the government, being an official and helping the emperor to manage the nation. From the perspective of Confucius, **the final goal of education was to create socially benevolent (well-rounded) person and official for nation.**

Pragmatic?

学而优则仕





Wisdom of Confucius

1. Isn't it a pleasure to study and practice what you have learned?

2. A young man should serve his parents at home and be respectful to elders outside his home. He should be earnest and truthful, loving all, but become intimate with humaneness. After doing this, if he has energy to spare, he can study literature and the arts.

3. Reviewing what you have learned and learning anew, you are fit to be a teacher.





4. What you know, you know, what you don't know, you don't know. This is knowledge.

5. If you are strict with yourself, your mistakes will be few.

6. When three men are walking together, there is one who can be my teacher. I pick out people's good and follow it. When I see their bad points, I correct them in myself.





Imperial Examination System (Kējǔzhìdù, 科举制度)

1. It is outcome of Confucius' thought.
2. starting from the year of 607 of Sui Dynasty and ending in the year of 1905 of Qing Dynasty.
3. deeply influenced China's system and process of education, society structure, and government management systems.





4. For those children from humble and un-wealthy families, the only one way to improve their social standing was to attend a home school and get educated with a private tutor for years and years. Students took local exams, to qualify for central government exams, to qualify for imperial exams. This proceeded step by step, subject by subject.

5. Outstanding students would be nominated to progress to the next level or as officials at different levels of government.

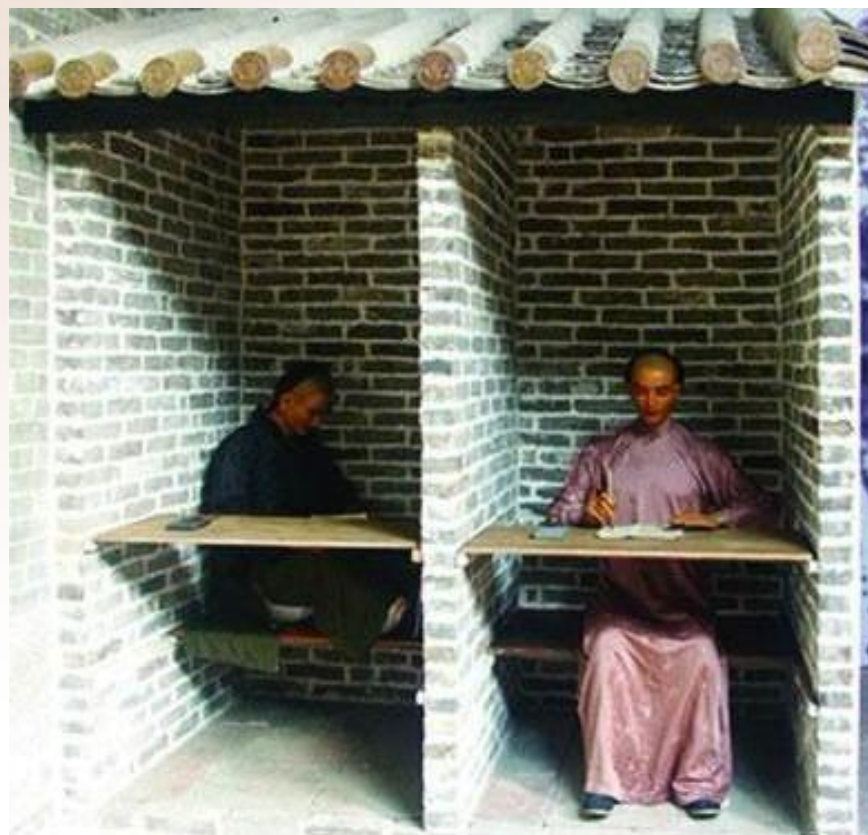
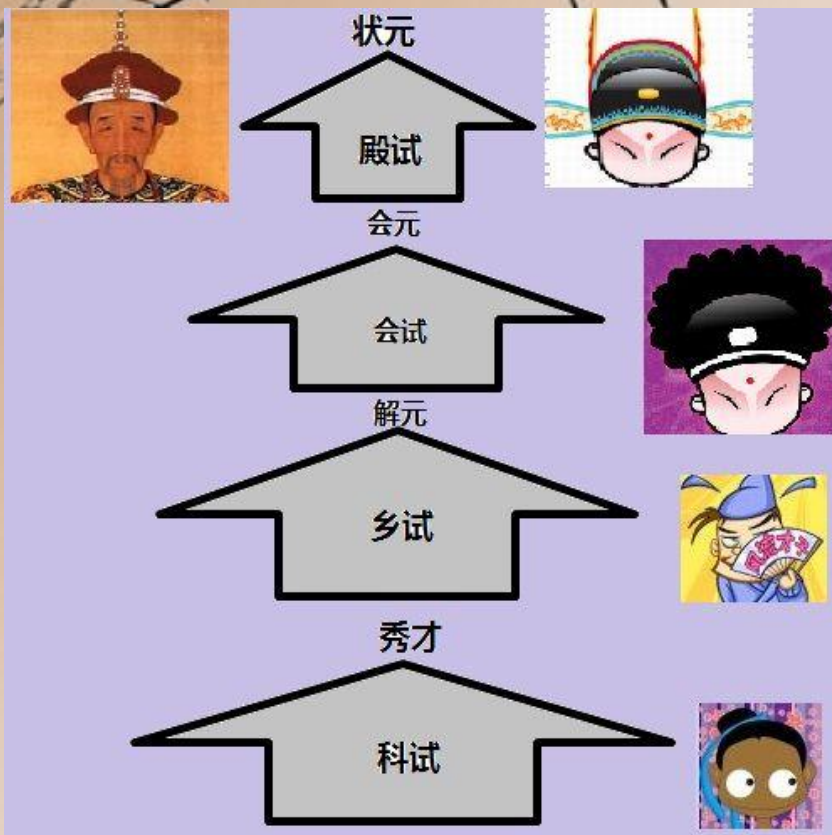
6. The “Imperial Examination System” was adopted by nations around China and it is reflected in similar to the education and government selection systems in many countries around the world.



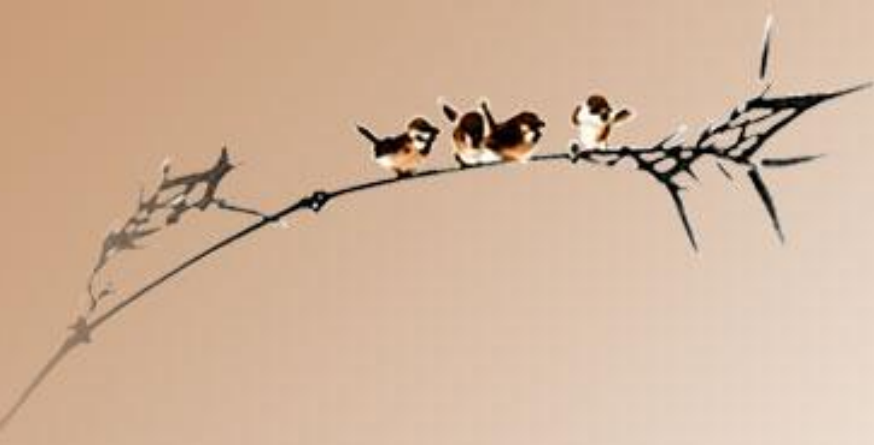


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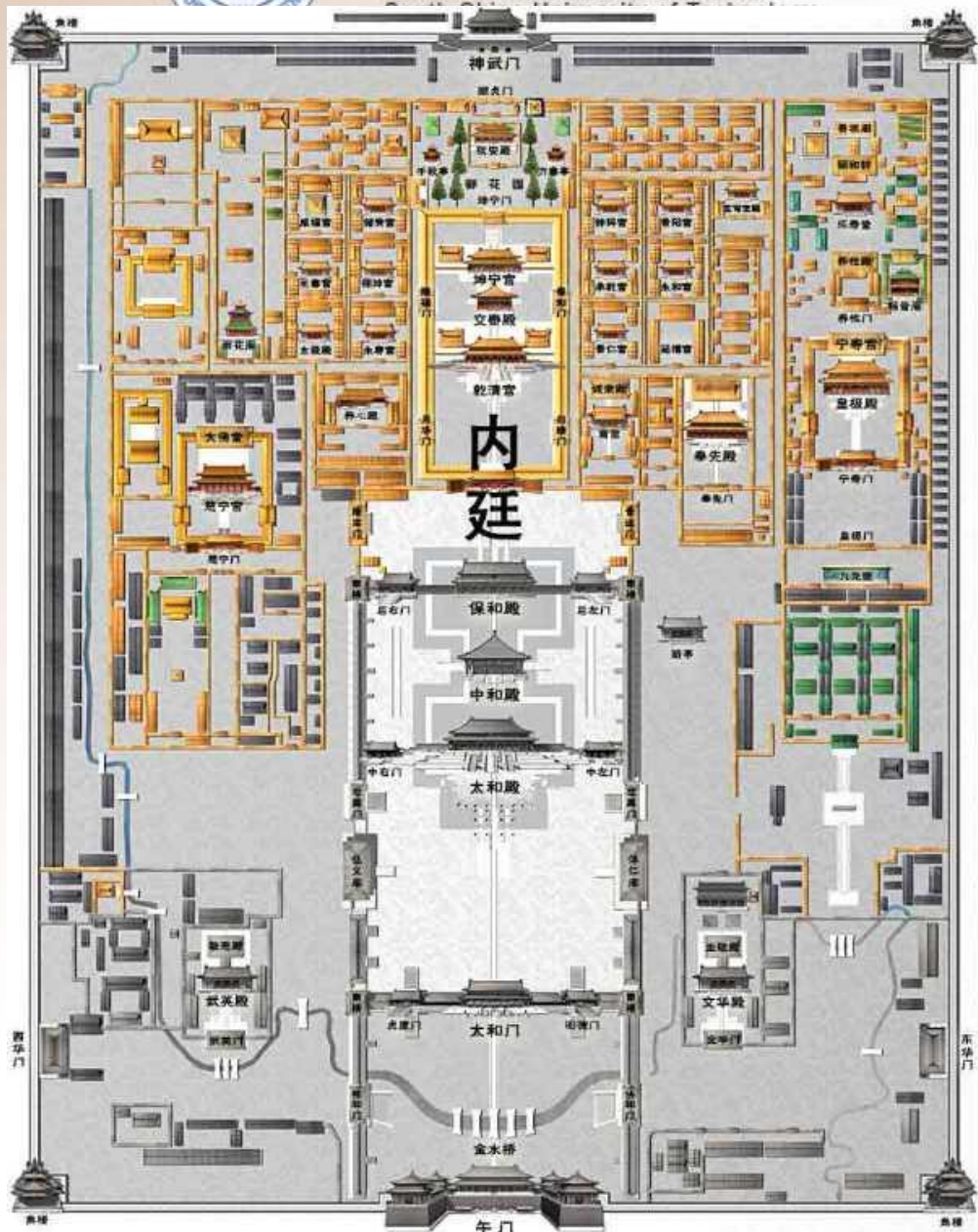


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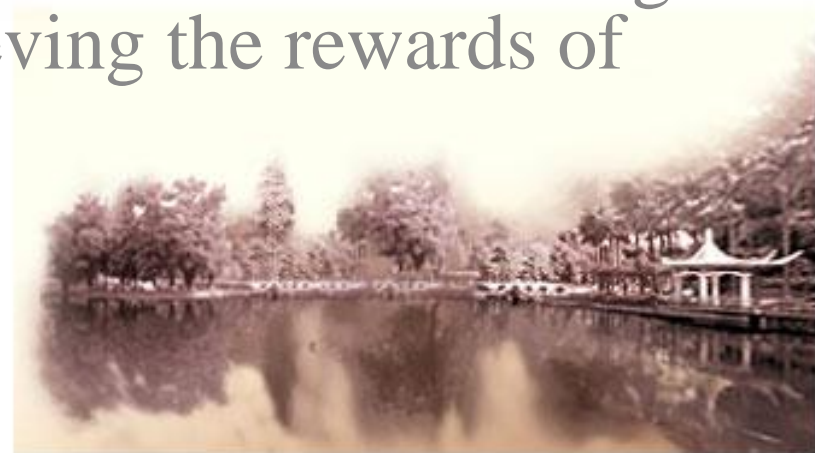


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The examination system distributed its prizes according to provincial and prefectural quotas, which meant that imperial officials were recruited from the whole country, in numbers roughly proportional to each province's population.


Elite individuals all over China, even in the disadvantaged regions, had a chance at succeeding in the examinations and achieving the rewards of holding office.





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Zhuangyuan (狀元), who ranked #1.

Bangyan (榜眼), who ranked #2.

Tanhua (探花), who ranked #3.



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Confucius Institutes and Confucius Classrooms

1. These are being established globally in cooperation with local and international universities and schools.
2. They provide a more convenient opportunity and much easier way to offer Chinese language courses and culture activities to communities, schools, and universities overseas.
3. This two-way and people-to-people involvement is accelerating and deepening intercultural communication, education sharing, and idea exchange for individuals, communities and nations.





4. A Confucius Institute is usually created by a partnership between a university in China and an overseas university where the overseas university hosts the Institute in one of its teaching departments and the Chinese university supplies experts to assist in its teaching and cultural exchange programs. The Confucius Classroom creates similar links at the school level.
5. The Confucius network aims to spread the understanding of the Chinese language and culture to non-Chinese speaking communities in their home countries. This aims to increase opportunities for two-way educational, cultural, trade and people-to-people contact.
6. These activities reflect similar initiatives by other major global cultures, such as the British through the British Council, the French via the Alliance Francais, and Germany via the Goethe Institute networks.



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“Cancel and Combine” policy

(Chèdiǎnbìngxiào, 撤点并校)

1. Starting from 2001.
2. focussed especially in rural schools. The resources available to each school varied considerably and this affected the standard of education available to each student.

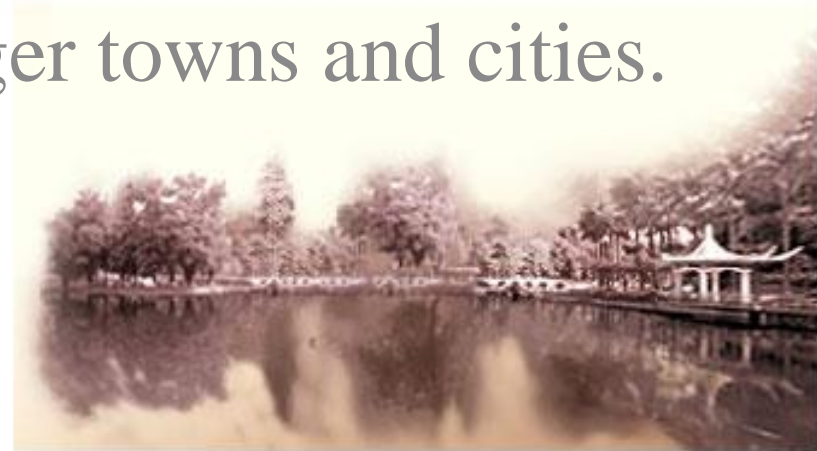





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3. To better use the funding allocated to education and improve the quality of resources and personnel available for teaching and learning, Chinese government cancelled and closed a large number of the remote rural schools and consolidated the students and teachers into schools in bigger towns and cities.



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the number of primary schools reduced from 609,626 in 1998 to 228,585 in 2012 (reduce percentage 62.5%),

the number of teaching sites reduced from 199,582 in 1998 to 69,796 in 2012 (reduce percentage 65%),

the number of classes reduced from 4,065,232 in 1998 to 2,566,539 of 2012 (reduce percentage 36.9%),

the number of students 139,537,993 in 1998 to 96,958,985 of 2012 (reduce percentage 30.5%).





Disadvantages of the “Cancel and Combine” policy:

1. “Super Schools” and “Super Classes” emerged rapidly.
2. road safety
3. cultural deserts in rural areas
4. fewer and fewer children developing practical skills needed for the agricultural sector





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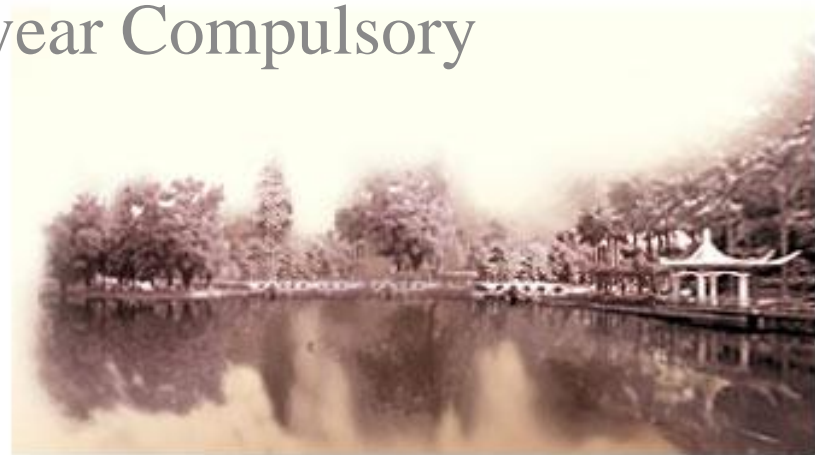
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“Compulsory Education” policy

covered primary schools (6 years) and middle schools (3 years).

It does not apply to pre-schools (3 years), high schools (3 years) or universities (4 years, and 5 years for medical universities).

So it more accurately is a “Nine-year Compulsory Education” policy.



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1. started from rural schools of west China in 2006, to rural schools of middle China and east China in 2007. It covers all primary schools and junior middle schools in all areas of China in 2008.

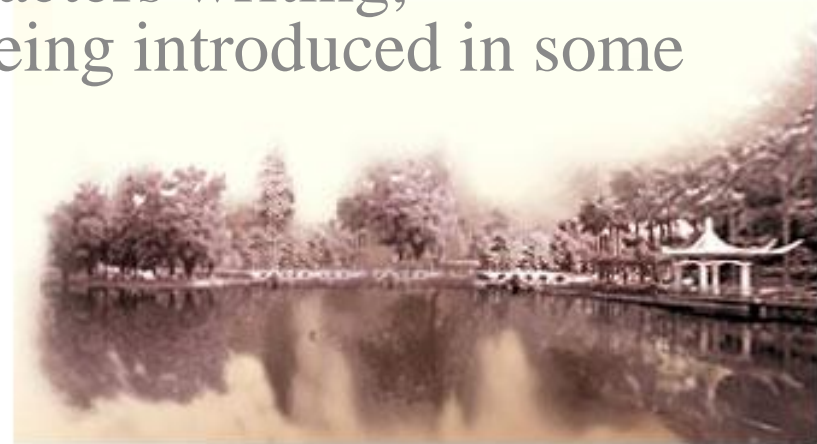
2. students do not need to pay fees for tuition and textbooks, living allowance and dormitory allowance would be provided for students from poorer family in some areas. It is an attempt to guarantee equal access to education for all children.





3. additional funding is being provided to repair or rebuild schools, train teachers, and pay the salary of teachers. School libraries are being set up and school lunch programs introduced. Chinese government is investing more in school education than ever before.

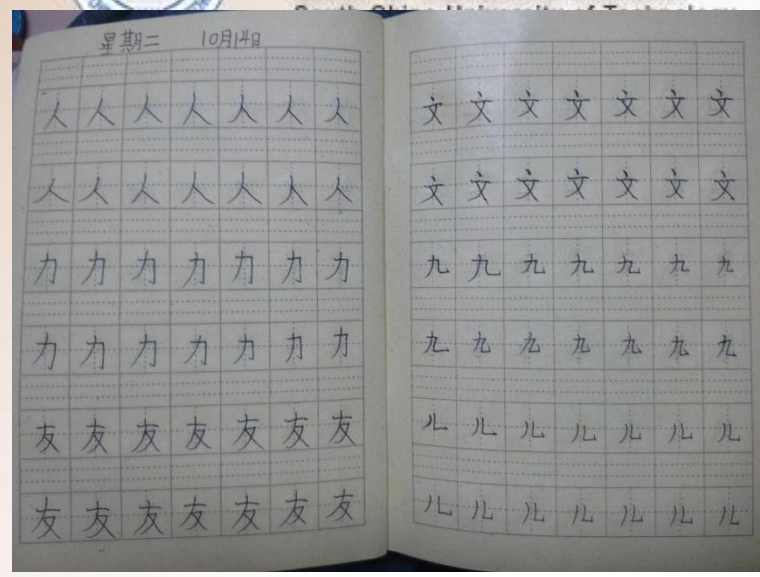
4. more attention is being given to rebuilding the cultural content of education with subjects such as Ancient Chinese Literature, Chinese Characters writing, calligraphy, and Beijing Opera, being introduced in some schools.





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University Entrance Examination (Gāokǎo, 高考)

1. It is a shadow of the Imperial Examination System applied in the New China.
2. introduced in 1952, suspended in 1965, and readopted in 1977.



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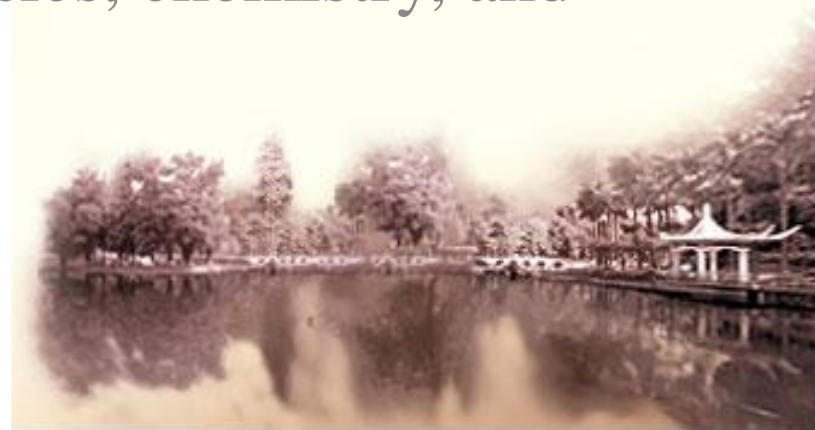
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3. Every year on 7th, 8th, 9th June, there are millions of high school graduates taking the Gaokao.

4. This examination has three compulsory subjects which are Chinese, mathematics, and foreign language.

In addition there is a further compulsory subject that varies in different regions and cities but could include politics, **history**, geography, physics, chemistry, and biology.



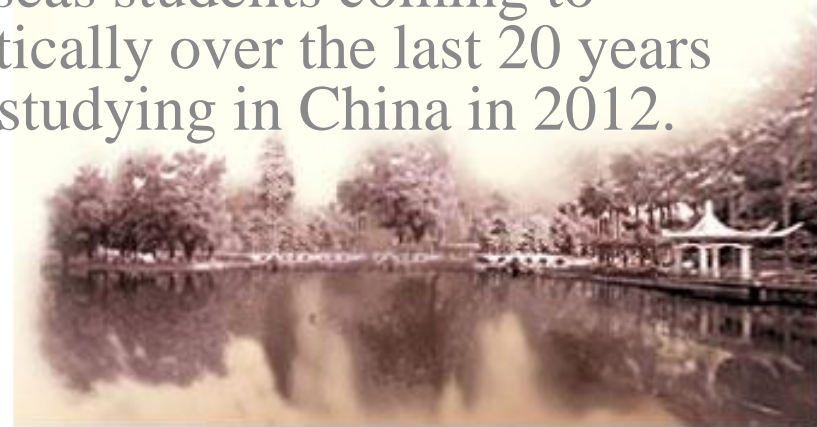


5. The “Reform and Open” policies of the 1980’s saw dramatic increases in government investment in higher and technical education. **University Towns!**

6. the relaxation of restrictions on Chinese students travelling overseas for university study. In 2012 it was estimated that there are around 400,000 Chinese students studying abroad.

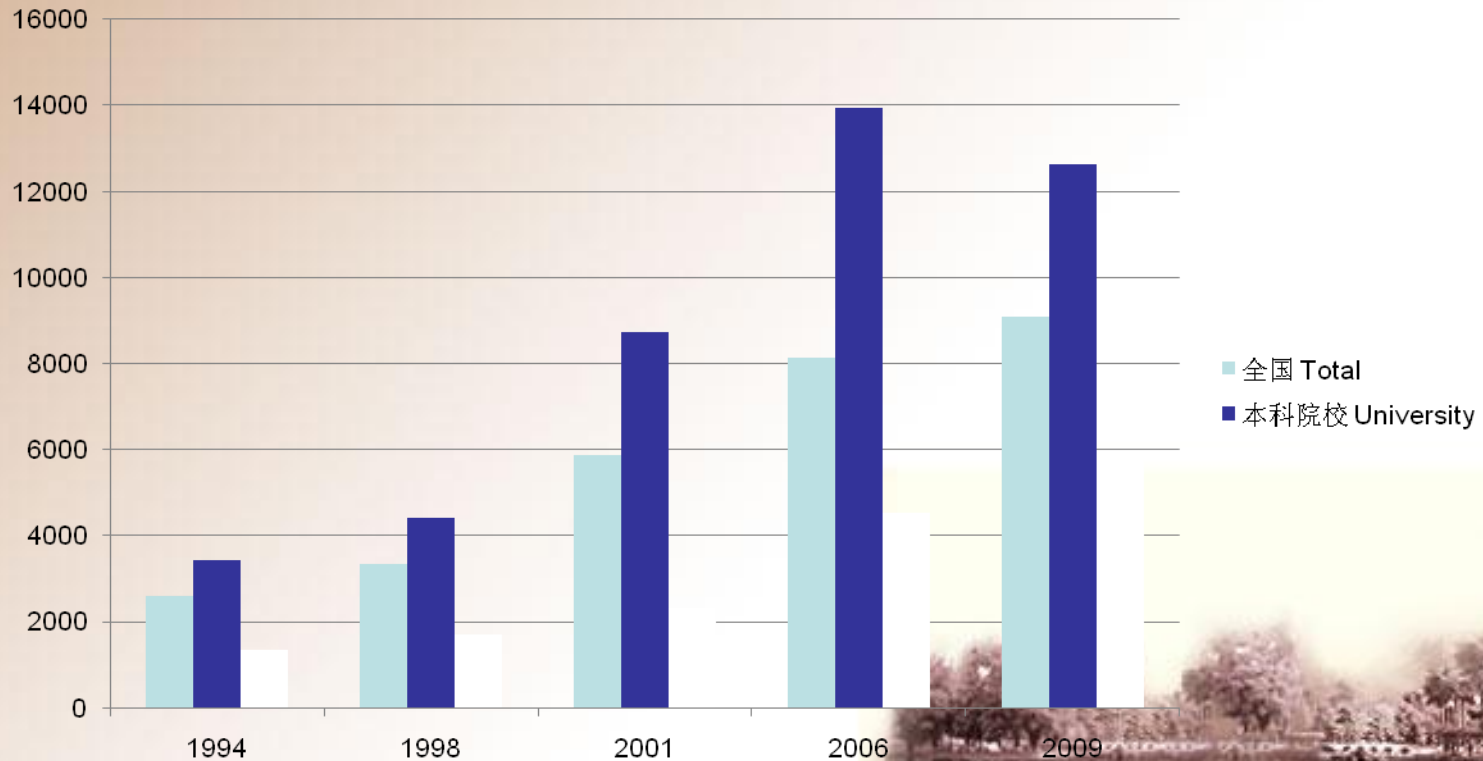
7. the Government has encouraged further internationalisation of Chinese universities by encouraging them to recruit overseas to study in China. The numbers of overseas students coming to China to study have increased dramatically over the last 20 years to around 320,000 overseas students studying in China in 2012.

2020? 500,000!





Average Size of A Chinese University





The academic year is divided into two semesters, each consisting of 19 weeks, with a total of 38 weeks of instruction for the year.

In addition there is one week "in reserve" for additional time as needed. The remaining 13 weeks are for vacations and holidays.





Grading Scale

The system of grades used in China can either follow a five-scale or a four-scale system, as follows:

Five-Scale System (五级记录):

A (优秀 or 优) Excellent

B (良好 or 良) Good

C (中等 or 中) Average

D (及格 or 及) Satisfactory

F (不及格 or 不及) Unsatisfactory (Fail)





Four-Scale System (四级记录):

A (优秀 or 优) Excellent

B (良好 or 良) Good

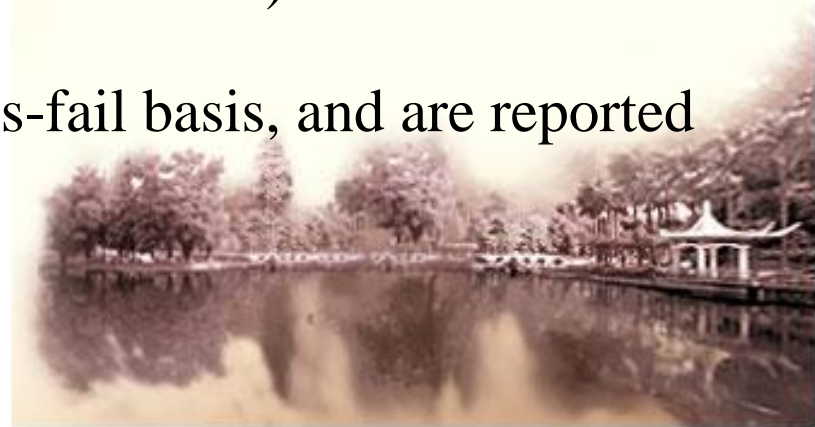
C (及格 or 及) Satisfactory

D (不及格 or 不及) Unsatisfactory (Fail)

Some transcripts, even those in the original Chinese, use the Latin letter grades (A,B,C,D,F) rather than the Chinese equivalents above. Often, numerical grades are reported (generally on a 0-100 scale); in this case, refer to the bottom of the transcript (especially the English translation) for the letter-grade equivalents.

Certain classes can be taken on a pass-fail basis, and are reported thus:

Pass 通过 Fail 不通过





Administration:

The Ministry of Education is the chief administrative organ which oversees education in China. It formulates and enforces policies, principles and laws concerning education, and coordinates the various governmental agencies' operation of the individual schools.

The influence of the Ministry of Education is directly felt mostly in the institutions of higher education, as the governance and management of primary and secondary schools is left to the local governments.





The management of the Chinese institutions of higher learning is more complicated, and divides into four categories:

Institutions directly under the Ministry of Education:

There are 36 national-level colleges and universities directly under the control of the Ministry of Education. Of these colleges and universities, 25 are among the key institutions, including internationally known Peking University (北京大学), Tsinghua University (清华大学) and Fudan University (复旦大学). These are specialized colleges and universities, some of which are key institutions dedicated to training advanced personnel for the sponsoring ministries.





Institutions under local control:

The bulk of the colleges and universities are in this administrative category and are generally multidisciplinary universities, teacher training schools, and specialized colleges under the direct jurisdiction of the provinces, autonomous regions and the municipalities.

Institutions under major cities:

These are primarily the short-cycle (two- to three-year) junior colleges offering vocational training programs.





Key Schools:

The designation of “Key School” exists for selected schools at every educational level in China: elementary, secondary and higher. In addition, there are various levels of the “key” designation itself:

There are national key institutions, provincial or municipal key institutions, and county or district key institutions. Key schools all enjoy priority funding as well as the privilege of recruiting the best students.

Entry into such schools is based on examination and academic promise and achievement. For such schools, success is usually measured in terms of the percentage of its graduates entering colleges and universities, especially the key colleges and universities. The philosophy has been that giving a limited number of schools, colleges and universities priority in allocating limited resources, then the training of the needed top-level manpower for China's reconstruction can be carried out more efficiently.





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In certain areas, the concept of “Key School” has come under fire. Indeed, the success of the Key elementary and middle schools has too often been measured solely in terms of college placement of its students, rather than on more objective measurements of learning.



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International Education

In 1950, China started to have international students studying in Chinese universities, the number is 33.

In 2010, international students are 265,090. Among them, 107,432 students study for a degree.



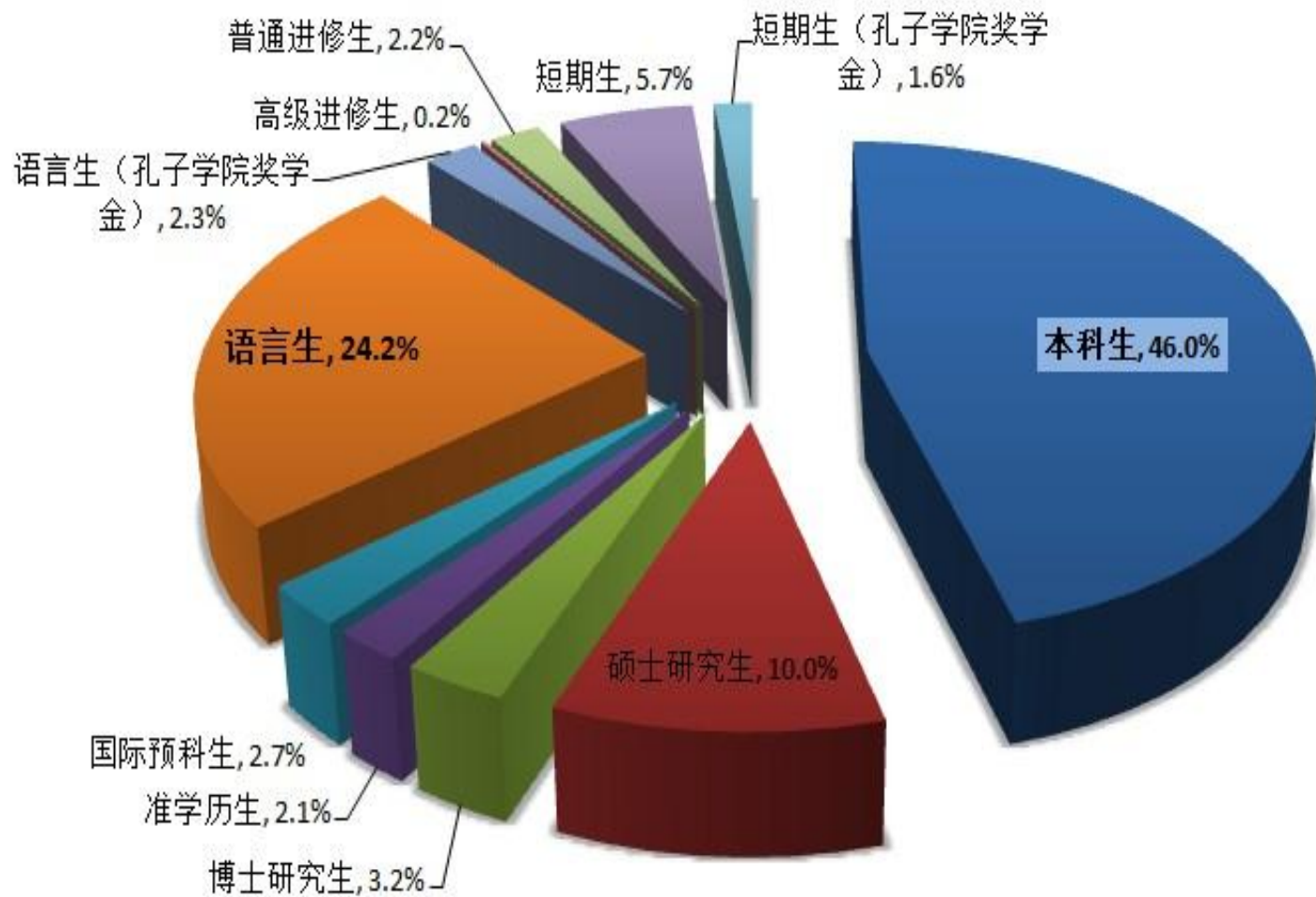


School of International Education at SCUT

2013年全年留学生总数 2028人

学生类别				人数	百分比	
长短期	类别	人数	百分比			
长期生 1879人 92.6%	学历生	1198	59.1%	本科生	932	46.0%
				硕士研究生	202	10.0%
				博士研究生	64	3.2%
	准学历生	97	4.8%	准学历生	43	2.1%
				国际预科生	54	2.7%
	非学历生	733	36.1%	语言生	490	24.2%
				语言生 (孔子学院奖学金)	46	2.3%
				高级进修生	4	0.2%
				普通进修生	44	2.2%
				短期生	116	5.7%
短期生 (孔子学院奖学金)	33	1.6%				
短期生 149人 7.4%						

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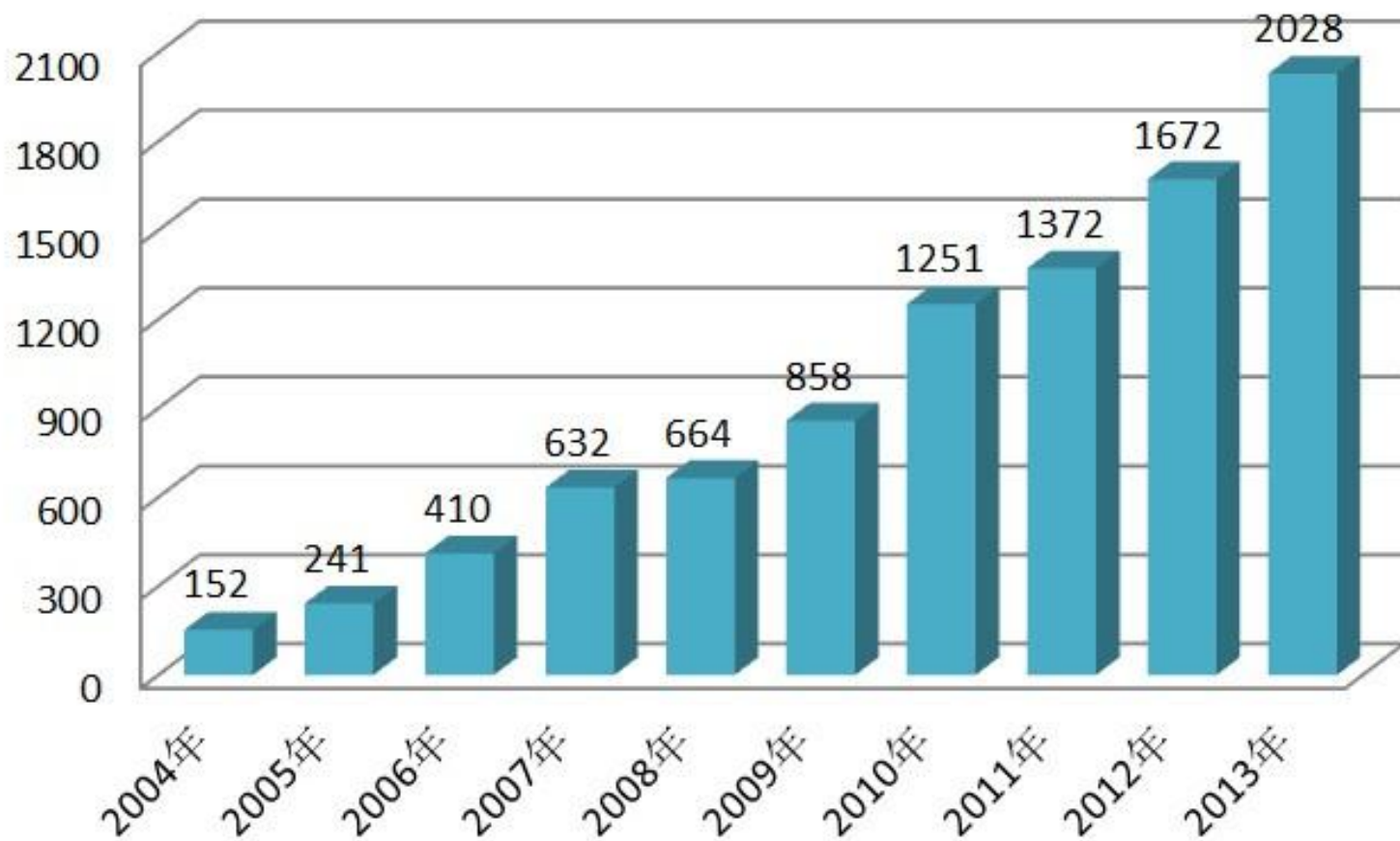


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留学生人数增长图

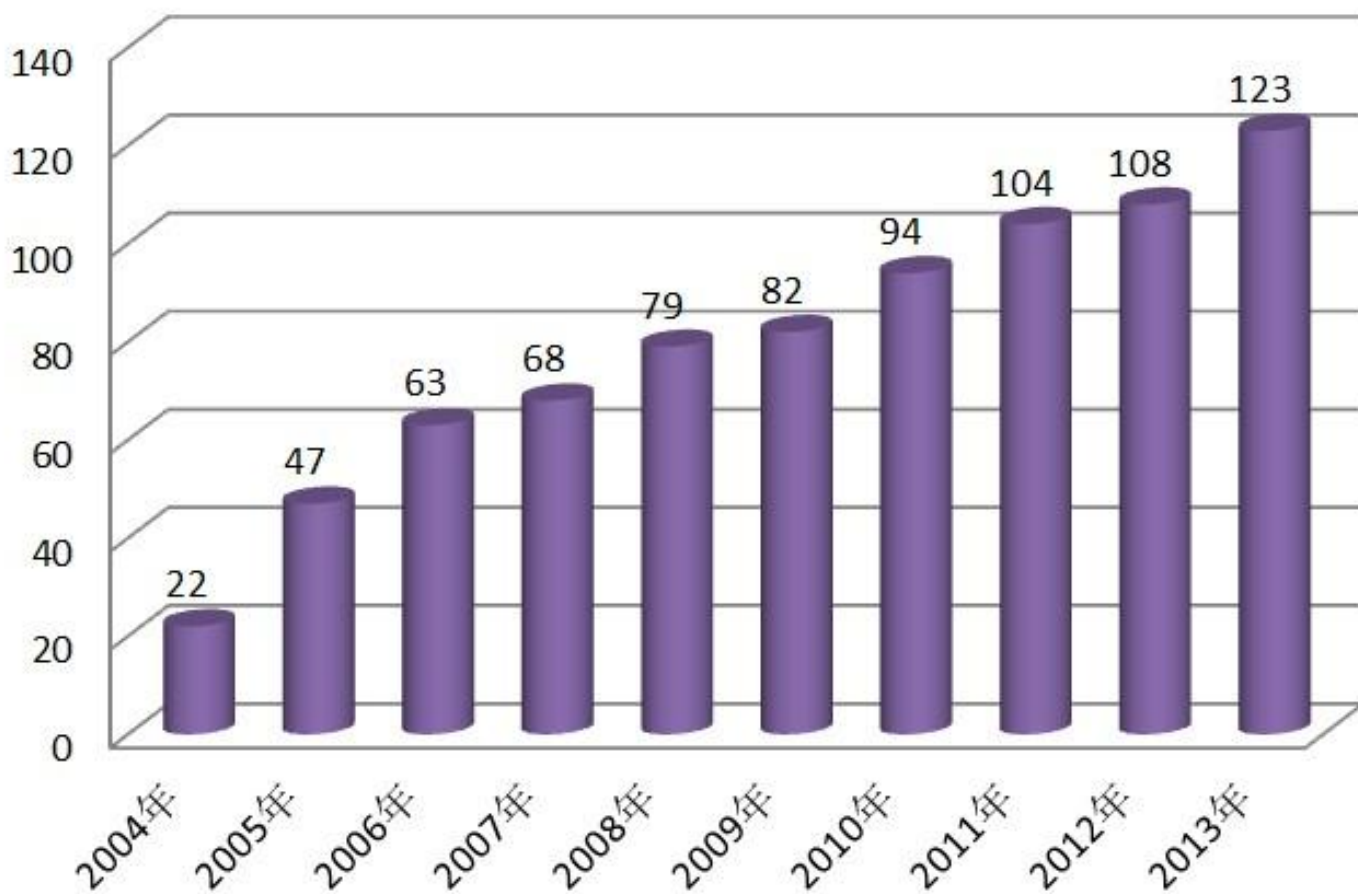
(平均增长率为35%，2013年比2012年增长21%)





留学生国别数增长图

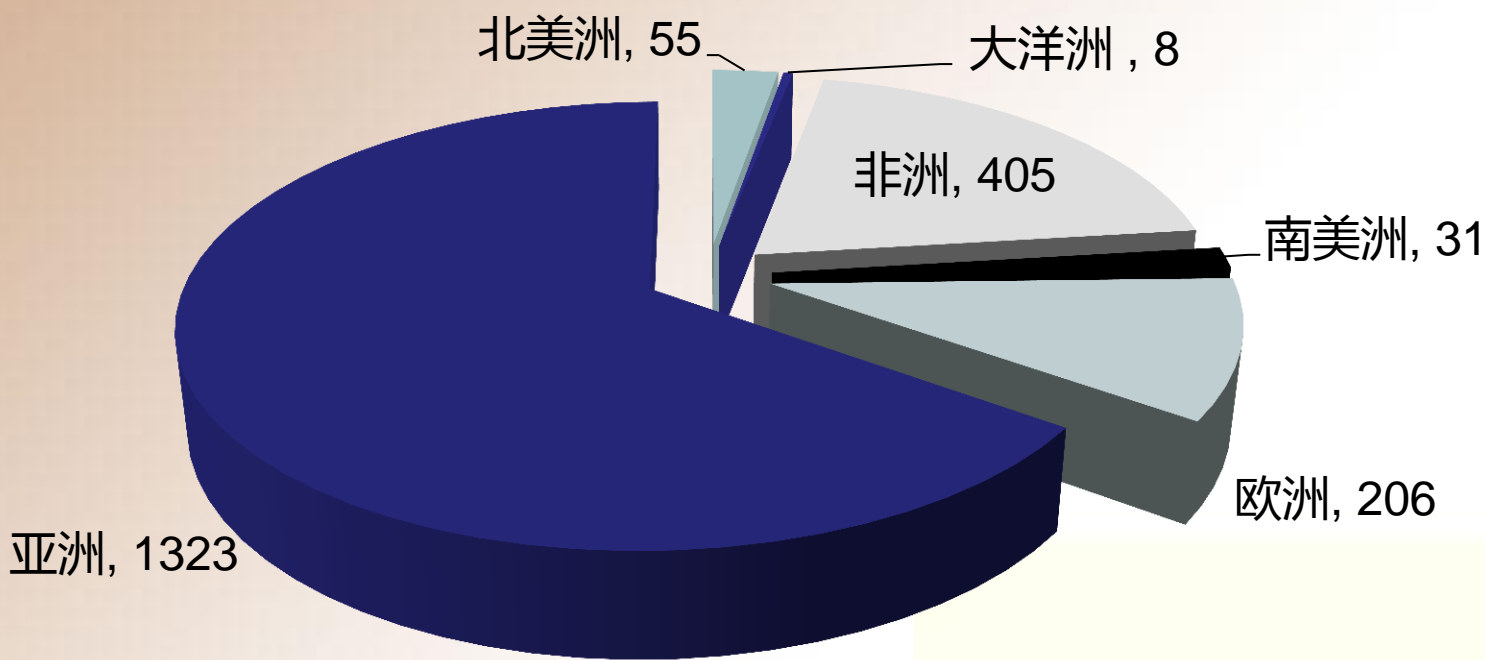
(平均增长率为27%，2013年比2012年增长14%)



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2013年留学生来源国分布图



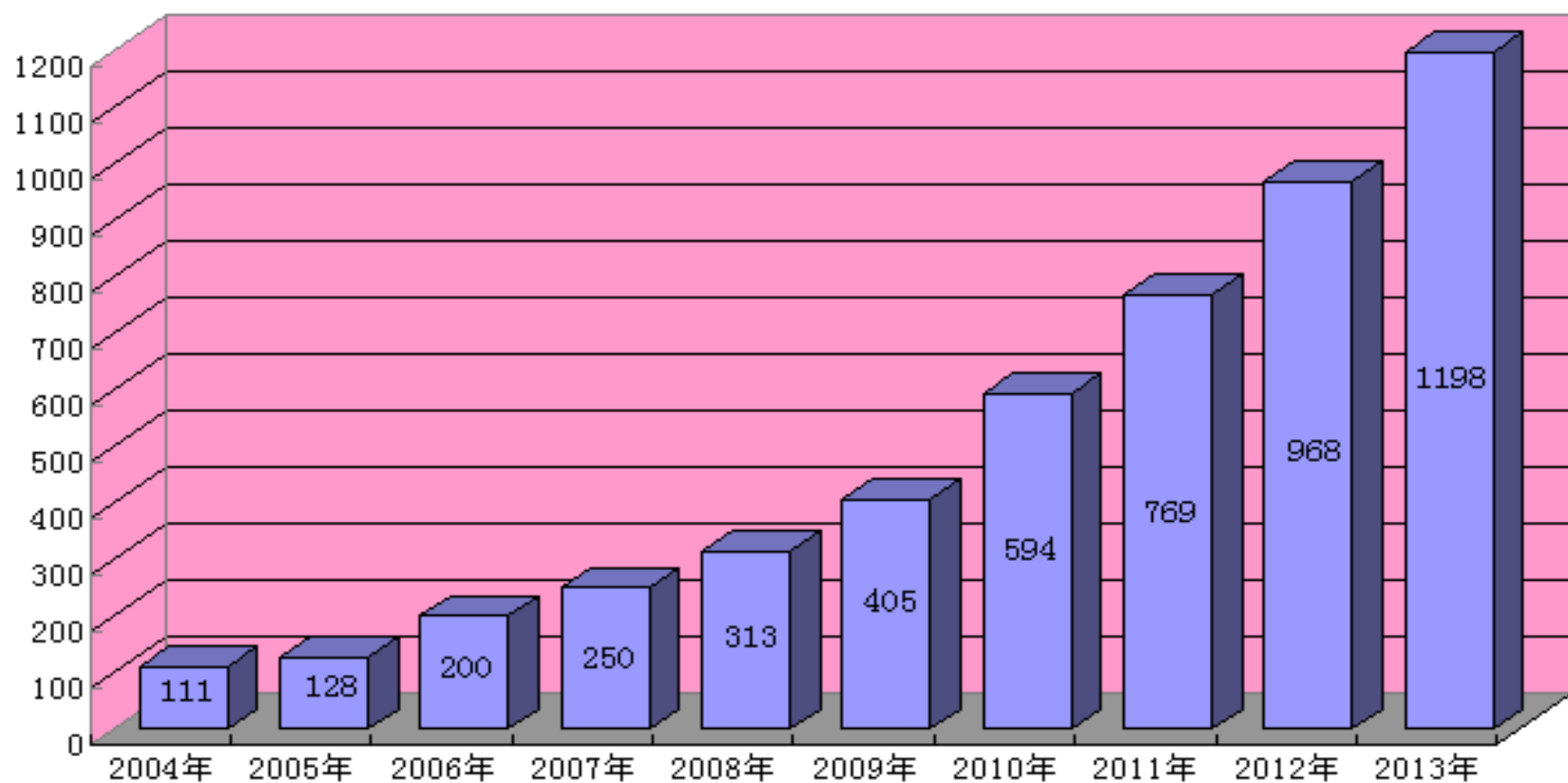


2013年留学生来源国分布

序号	国别	人数	百分比
1	印度尼西亚	285	14%
2	越南	246	12%
3	泰国	216	11%
4	哈萨克斯坦	159	7%
5	吉尔吉斯斯坦	150	7%
6	俄罗斯	106	5%
7	坦桑尼亚	75	4%
8	加纳	45	2%
9	英国	38	2%
10	沙特阿拉伯	35	2%
11	巴基斯坦	32	2%
12	美国	32	2%
13	赞比亚	32	2%
14	刚果(金)	27	1%
15	韩国	27	1%
16	其他	523	26%



学历留学生人数增长图





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South China University of Technology

次序	学院	本科生	硕士研究生	博士研究生	高级进修生	普通进修生	汉语进修生	预科生	总计
1	经济与贸易学院	140	16	1	1				158
2	计算机科学与工程学院	132	6	5		4			147
3	工商管理学院	9	30	18					57
4	新闻与传播学院	1	45						46
5	自动化科学与工程学院	1	36	6					43
6	土木与交通学院	32	6	2					40
7	机械与汽车工程学院	25	3	3					31
8	建筑学院	11	9	4	1				25
9	化学与化工学院	17		2					19
10	环境科学与工程学院	4	10	5					19
11	电子与信息学院	13	4	1					18
12	公共管理学院	2	9						11
13	软件学院	7	4						11
14	材料科学与工程学院	4	2	4					10
15	设计学院	7	3						10
16	电力学院	6	1	2					9
17	法学院	1	8						9
18	生物科学与工程学院	3	4	2					9
19	轻工与食品学院	3	1	2					6
20	MBA中心		2		2				4
21	环境与能源学院	1	1	1					3
22	理学院			3					3
23	思想政治学院			3					3
24	艺术学院	2	1						3
25	外国语学院		1						1
26	国际教育学院	511				40	728	54	1333
27	总计	932	202	64	4	44	728	54	2028

行思



留学生经费类别

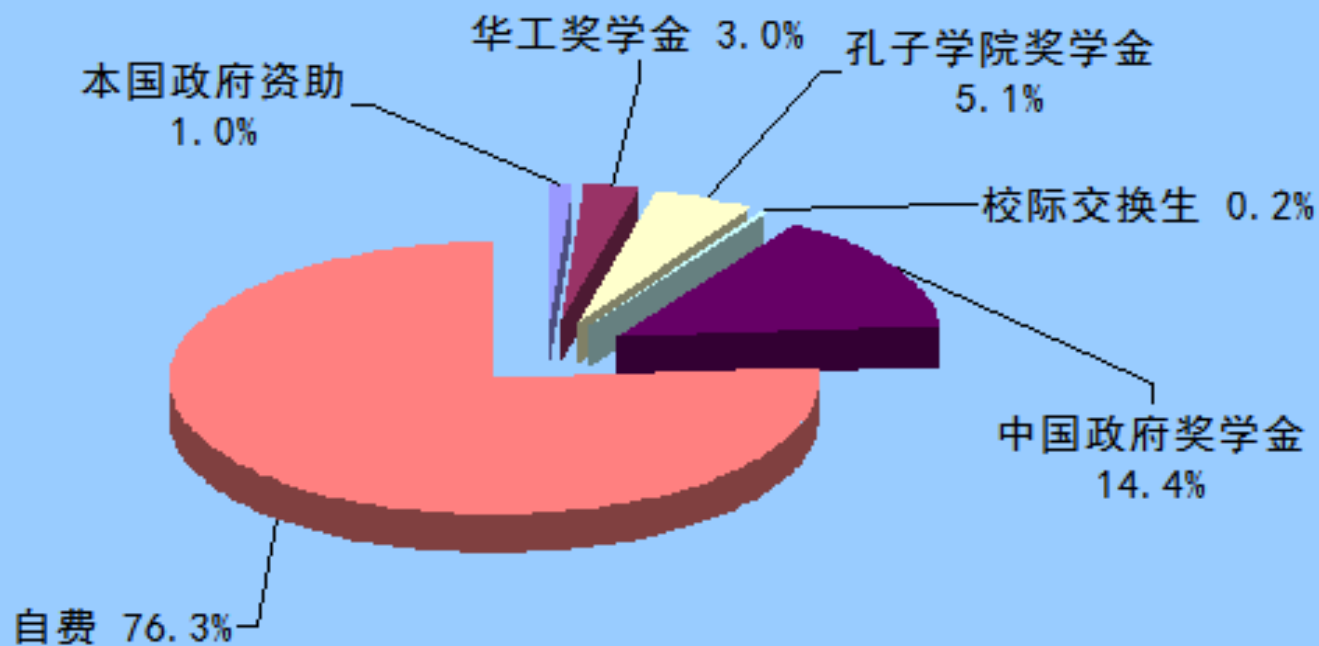
(即将新增广东省来粤留学生奖学金，教育部高端硕士留学生奖学金)

经费类别	人数	百分比
本国政府资助	20	1.0%
华工奖学金	60	3.0%
孔子学院奖学金	103	5.1%
校际交换生	5	0.2%
中国政府奖学金	292	14.4%
自费	1548	76.3%

明辨篤行
慎思



留学生经费类别分析图





华南理工大学国际教育学院

School of International Education
South China University of Technology

Questions for Discussion

Introduce your educational system and compare with that of China.



明辨篤行
博學慎思



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Thank you, my Nepal friends!
谢谢!



明辨篤行
博學慎思