

China's Higher Education Reform 1998-2003: A Summary

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Profoundly important and unprecedented changes have taken place in China's higher education since 1998, when Zhu Rongji Administration (1998-2003) decided to carry out a new round of educational reform. These changes include some breakthroughs in macro administrative system reform, growth in the total amount of educational expenditure, the enlargement of the recruitment scale of higher education, and positive changes in personnel, reward distribution and rear service reforms. The purpose of this paper is to offer a summary of these reforms. It discusses (1) the internal reasons for the reforms, (2) the main events and measures, (3) the main contents and achievements, (4) and the main problems of these reforms.

Key Words: China, higher education, reform

The system and model of China's higher education was basically formed in the 1950's and 1960's in imitation of the higher educational system and model of the former U.S.S.R. in the 1950's (Li, 2001). Thereafter, even up to the late 1990's, China's higher education showed no tremendous reforms or great changes in spite of some "minor operations." But, since 1998, when China faced the challenges of the information technology revolution and the intense competition of economic globalization of the new century, the situation has changed substantially. China's higher education appeared so obsolete that some form of "major operation" needed to be immediately performed. Thus, Zhu Rongji Administration carried out a new round of educational reforms.

Internal Reasons for the Reform: Serious Problems within China's Higher Education Itself

Problems in the Quantity and Scale of Higher Education

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In 1999, among all the employed of China, graduates of two-year higher education and over only amounted to 3.8% of the total; that of senior middle school, 11.9%; that of junior middle school, 39.9%; that of primary school, 33.3%; and those workers who were illiterate even amounted to 11.0% (National Center for Education Development Research [NCEDR], 2001, p. 31). By the end of the 20th century, the authorities came to realize that the educational development scale of the nation cannot meet the educational and human resources needs of the Socialist Market-oriented Economy.

Problems in Quality of Higher Education

Among over a thousand regular HEI'sⁱⁱⁱ and over a thousand adult institutes of further education, none can be said to be first-class universities of international recognition. And this is in a country whose population comprises a quarter of the world's total population.

Another source of concern for the authorities is that China has not yet produced a Nobel Prize winner since it was founded in 1949, while some Chinese who left mainland China after they had received their basic education (even university education) there^{iv} or came from Taiwan (Province)^v or who were born and educated in the U.S.A.^{vi} have won the Nobel Prize during this same period. Naturally, this is not what China wants to see.

Problems in the Macro Administration System

In this one respect, two questions puzzled the authorities from the 1950's even up to the 1990's.

One is how to distribute and balance the relationship between the central government and the local governments. Sometimes the authorities felt that it was appropriate to centralize the administrative control over higher education in the hands of the central government, while sometimes the authorities felt it was proper to delegate it to the local governments, considering the importance of the enthusiasm for education of the local governments.

The other one is that, among the two administration models of “*tiaotiao guanli*”^{vii} and “*kuai kuai guanli*”,^{viii} which one should be adopted? “*Tiaotiao guanli*” means that the lower-level educational administration departments should mainly follow the higher-level ones through a “vertical relationship” between the lower and higher levels. In contrast, “*kuai kuai guanli*” means the educational administration departments should mainly follow the leadership of the local governments through a “horizontal relationship” (Wu, 2000, pp. 64-66). Due to the vacillation of the authorities between the two models, a system of the various departments of the central government and the local governments at different levels each separately founding and administrating universities or colleges has been formed since the end of the 1950's and the beginning of the 1960's (NCEDR, 2001, p. 18). Thus, the higher education of China began a period of confusion and inefficiency.

As regards this confusion, Shanghai provides an example. This city is the largest city in China and has a concentrated area of HEIs with serious “fragmentary separation.” In the early 1990's, there were over 50 regular HEIs respectively affiliated to 20 ministries or commissions of the central government and 14 municipal departments (Ministry of Education, P. R. China [MEC], 2000a, p. 74). Thus, confusion was inevitable.

As regards inefficiency, for example, in 1994, in the whole of China, there were a total of 1080 regular HEIs and 1321 adult HEIs, while the total enrollment in regular HEIs was only 2.7986 million and that in adult HEIs was only 2.352 million. Thus, the average enrollment of regular HEIs was only 2,591 and that of adult HEIs was only 1,780. On the other hand, considering the numbers of all the staff (1.0403 million) and that of the teaching and research staff (396.4 thousand) in regular HEIs, the ratio of the students to all the staff will be only 2.7:1 and that of the students to the teaching and research staff will be only 7.1:1 in regular HEIs

(He, 1998, pp. 292-308).

Problems within the Internal Structure and Micro Administration System inside Universities

The internal structure and administration system inside universities took shape in the 1950's and 1960's on the basis of the first adjustment of higher education which was carried out during 1951-53. Even in the eyes of the authorities, before the mid 1990's, there were a lot of serious structural and functional problems that affect the quality and effect of higher education of China.

For example, most of the so-called universities of China were actually a kind of specialized college with narrow fields of study rather than comprehensive universities with very wide fields of study. Moreover, in such universities, there were few colleges composed of several interrelated departments but only some independent departments. One of the results of this situation is that it was difficult for educational and academic exchange and coordination to take place between different universities, colleges and even departments. Another result is that it was difficult for the students of a specialized subject to study other subjects.

On the other hand, the universities or independent colleges were managed (or are being managed) as a “small society” i.e., “each university provides rear service and each rear service is run like a society.” Before the reform, Chinese universities possessed almost all the service organizations that a society should have.

Main Events and Measures of the Reform

The Founding of the “Leading Group” within Zhu Administration

On March 19, 1998, as soon as the Zhu Administration was founded, Zhu declared the founding of the “State Sciences and Education Leading Group,” a special trans-ministry leading body, which was founded for implementing the strategies for invigorating China through science and education. This group included Zhu and other 11 figures above the ministerial level. This group decided to greatly raise the scientific and educational input and required the Ministry of Education to create an action plan concerning education reforms running from that date to 2010 at its first meeting held on June 9, 1998.

The “Action Plan” Worked out by the Ministry of Education

On December 24, 1998, the Ministry of Education submitted

the “Action Plan for Invigorating Education Towards the 21st Century.” In this “Action Plan”, the major objectives of China’s education till 2010 were outlined as follows:

By the year 2000, 9-year compulsory education will be made *basically* [italics added] universal throughout the country, and in the meantime, illiteracy will be *basically* [italics added] eliminated among young and middle-aged adults, and significant advances will have been made in implementing Essential-qualities-oriented-education. Higher education will be actively and steadily developed, and the participation rates of the corresponding age cohort in higher education will reach 11% or so (MEC, 2000b, p. 49).

By the year 2010, based on the overall realization of the ‘*two basic*’ objectives [italics added] (mentioned above), upper secondary education will have been popularized in urban and economically developed areas by steps. University participation rates will approach 15% with considerable enlargement of the scale of higher education. Quite a few HEIs and a number of key disciplinary areas or fields of study will play or nearly play the role of first-rate institutions and centers of excellence of their kinds in the world (MEC, 2000b, p. 50).

The “Decisions” Made by the CPC and the Central Government

On June 13, 1999, the Central Committee of the Communist Party of China and the State Council of China made and promulgated the “Decisions on Deepening Reform in Education and Developing Quality-oriented Education in an All-round Way” in order to affirm the “Action Plan” created by the Ministry of Education, from the highest authority of China.

Compared with the “Action Plan”, most of the “Decisions” are relatively sweeping. However, several stipulations were made relatively concretely. For example, concerning educational input, the Communist Party of China unexpectedly laid down a very hard and fast rule such as:

Taking effective and practical measures to increase input in education, the goal that government expenditure on education accounts for 4% of the GNP shall be gradually reached. The people’s governments at all levels shall abide by the Education Law of the P. R. China and make sure that there are substantial increases in the funding for education. The central authorities have decided to increase the proportion of education in government expenditure by 1% every year during the five-year period from 1998 to 2002 (MEC, 2000c, pp. 49-50).

The Opening of the Third National Congress on Education

During June 15-18, 1999, the Communist Party of China and the State Council of China held the Third National Congress on Education since the open-door policy was carried out in order to ensure these “Decisions” and “Action Plans” were implemented throughout the whole nation.

Main Contents and Achievements of the Reform

Breakthroughs in Macro Administrative System Reform

According to a summary made on December 20, 2000 by Chen Zhili, Minister of Education of China at that time, 556 HEIs had been merged or adjusted into just 232, and the administration system of 509 HEI had been transformed or adjusted. As a result, the structure, distribution and function of China’s higher education were much improved through “joint construction^{ix}, readjustment, cooperation, and mergers.”

For example, by the end of 2000, regular HEIs that were directly under the leadership of ministries and commissions of the Central Government have been reduced to only 120, of which 71 are directly under the leadership of the Ministry of Education. Meanwhile, HEIs that are mainly under the leadership of the local governments have increased to 896 (Chen, 2001).

Thus, the macro administration system of “joint construction between central and local governments relying mainly on the latter” has been basically formed. In the meantime, the original mode of departmental and local “fragmentary separation” has changed remarkably.

On the other hand, through mergers and adjustments, problems of duplication, having too many single-disciplinary HEIs and problems of small scale education were much improved. A number of comprehensive HEIs offering a complete range of subjects of humanities & social sciences, sciences, engineering, agriculture and medicine were established and have grown in scale and reputation. A considerable number of HEIs have realized an optimization of advantages, sharing of resources and improvement of schooling conditions and their comprehensive capacity has been obviously promoted.

The Growth of the Total Amount of Educational Expenditure

This can be proved by the sustained and stable growth of the total amount of educational expenditure in recent years.

Table 1. *The Change of National Total Educational Expenditure (NTEE) in China, 1993-2002*

Year	NTEE in Billion Yuan*s	NTEE in Billion U.S. Dollars	Growth Rate than the Previous Year % (A)
1993	106.0	12.8	22.2
1994	148.9	18.0	40.5
1995	187.8	22.7	26.1
1996	226.2	27.4	20.5
1997	253.2	30.6	11.9
1998	294.9	35.7	16.5
1999	334.9	40.5	13.6
2000	384.9	46.5	14.9
2001	463.8	56.1	20.5
2002	548.0	66.3	18.2

Note. *Yuan is the basic unit of China's currency, i.e. *Renminbi* (RMB). The current exchange rate is US\$1 \approx RMB yuan 8.27.

Source: Statistics Proclamation on the Execution State of Educational Expenditure of the Whole Nation, announced by the Ministry of Education and National Bureau of Statistics, P. R. China, one time for each year. Data for 1993/2002 are available at <http://www.edu.cn>

Implementing “Project 211” and “Project 985,” Creating World-class Universities

“Project 211” is the Chinese government's recent endeavor starting in 1995. It aims at strengthening about 100 HEIs and key disciplinary areas as a national priority for the 21st century. By the end of 2000, the first phase (1996-2000) of “Project 211” was finished. Meanwhile, its second phase (2001-2005) was initiated. According to an official summary on the first phase, the total amount of “Project 211” funds raised and input during 1996-2000 amounted to approximately 2.2 billion U.S. dollars. As part of the repayment for this expenditure, the papers included in SCI, EI and ISTP of the universities within “Project 211” increased by 94% during the same period.^x

On May 4, 1998, President Jiang Zemin declared that “China must have a number of first-rate universities of international advanced level” in his speech at the conference celebrating Peking University's centennial (MEC, 2000b, p. 17).

Thus, besides “Project 211,” another project came into being and was launched in 1999. It was named “Project 985” to commemorate Jiang's speech mentioned above. Therefore, the synonym of “Project 985” is “The Project for Founding World-class Universities.”

Here, the term of “a number of” originally only referred to “two,” namely Peking Univ. and Tsinghua Univ. But, another 7 universities ended up being included in “Project

985”. Thus, “2” was changed to “2+7.” These 7 universities are: Fudan Univ., Shanghai Jiaotong Univ., Nanjing Univ., Zhejiang Univ., Xi'an Jiaotong Univ., Univ. of Science and Technology of China, Harbin Institute of Technology.

Among the nine universities, Peking Univ. and Tsinghua Univ. have respectively obtained extra financial allocations of 217.65 million U.S. dollars directly from the Central Government from 1999 to 2001, as the funds for the first phase. The other seven are jointly supported by the Central Government and local governments or other organizations such as Chinese Academy of Sciences, Commission of Science Technology and Industry of National Defense.

Tsinghua Univ. for the first time in China set the goal of becoming a world-class university in 1993. According to its President, Mr. Wang Dazhong^{xi}, the goals of this university are to be “comprehensive, research-centered and open.” As for its schedule, it includes three steps over 27 years: first, 1994-2002, laying the foundations, adjusting the structure, realizing the transition from a sciences-engineering-centered and teaching-research-equally-stressed university to a comprehensive and research-centered one (Mr. Wang says the goal of this phase has been basically realized); second, 2003-2011, making breakthroughs in some key disciplinary areas and entering the circle of world-class universities; third, 2012-2020, becoming a world-class university overall.^{xii}

In the case of Peking Univ., according to its Secretary of the Communist Party of China, Mr. Min Weifang and its President, Mr. Xu Zhihong, Peking Univ. will become a

Table 2. *The Enlargement Scale of Recruitment and the Main Changes in Quantity of China's HEIs*, 1998-2003*

Year	No. of Postgraduate Recruits (Regular HEIs) (Thousands)		No. of 2-or-4-year Undergraduate Recruits (Thousands)		The Gross Participation of Higher Education	The Ratio of Students to Teachers in Regular HEIs	The Average Enrolments in Regular HEIs (Persons)
	Doctoral	Master	Regular HEIs	Adult HEIs			
1998	15.0	57.6	1083.3	1001.4	9.8%	11.6:1	3,335
(G.R.** than the Previous Year)	(16.3%)	(13.4%)	(8.3%)	(-0.2%)			(7.2%)
1999	19.9	72.3	1596.8	1157.7	10.5%	13.4:1	3,815
(Ditto)	(32.7%)	(25.5%)	(47.4%)	(15.6%)			(14.4%)
2000	25.1	103.4	2206.1	1561.5	11.0%	16.3:1	5,289
(Ditto)	(26.1%)	(43.0%)	(38.2%)	(34.9%)			(38.6%)
2001	32.1	133.1	2682.8	1959.3	13.0%	18.2:1	5,870
(Ditto)	(27.9%)	(28.7%)	(21.6%)	(25.5%)			(11.0%)
2002	38.3	164.3	3205.0	2223.2	15.0%	19.0:1	6,471
(Ditto)	(19.3%)	(23.4%)	(19.5%)	(13.5%)			(10.2%)
2003	48.7	220.2	3821.7	---	17.0%	17.0:1	7,143
(Ditto)	(27.2%)	(34.0%)	(19.2%)				(10.4%)

Note. *Not including the military HEIs. **G. R.: short for growth rate.

Source: Statistics Bulletin on the National Educational Development, announced by the Ministry of Education, one time for each year. Data for 1998/2003 are from *Zhongguo jiaoyu bao* [China Education Daily] May, 22, 1999, May, 30, 2000, June, 23, 2001, June, 14, 2002, May, 13, 2003 and May, 27, 2004. These Data are also available at <http://www.edu.cn>

world-class university with international recognition by 2015.^{xiii}

Enlarging the Recruitment Scale of HEIs

In May 1999, the authorities decided to enlarge the recruitment scale of higher education by a big margin for the purposes of realizing the goal of making university participation rates approach 15%, relieving the employment pressure of the secondary education graduates, and more importantly, stimulating internal needs in order to cope with the Asian Financial Crisis at that time.

The effects of this measure are obvious.

Firstly, the participation rate of the relevant age cohort in higher education has been raised to 15.0% in 2002. In other words, the goal that was to be realized by 2010 has been achieved 8 years ahead of schedule.

Secondly, the student enrolment scale and the ratio of students to teachers in regular HEIs have doubled within five years, and meanwhile, many universities of China have become huge universities. For example, by April of 2004,

the total number of enrolled full-time students in Peking Univ. reached 29,617^{xiv}, and that of Tsinghua Univ. reached 25,474 (14,260 undergraduates; 7,432 for master's degree; 3,782 for doctor's degree)^{xv}.

Thirdly, the sudden enlargement of higher education in these years has greatly stimulated the development of the relevant fields of the economy, not to mention the direct consumption in education of the huge group of university students over 19 million in total.^{xvi}

Deepening the Personnel, Reward Distribution and Rear Service Reform

The focal points of the personnel and reward distribution reform are to introduce the competitive mechanism of "either promotion or demotion, employment or unemployment, higher or lower," to streamline and adjust the internal party and administrative structure, to reform and adjust ways of organization of teaching and scientific research, to improve staff and simplify administration to improve efficiency, to promote the rational distribution and utilization of educational

resources, to intensify post employment, and to eradicate the “tenure system” and “the system of unit ownership” of talents.

In this respect, the universities that entered “Project 211” or “Project 985” did so actively. However, most HEIs are actually taking a wait-and-see attitude, for the reform of personnel and reward distribution is closely connected to the overall social reform of the nation. Under the present situation, it is irrational to expect the universities to achieve fundamental changes. For example, almost all the HEIs of China have introduced the “contract system” or “tenure system,” but it is no more than a matter of form.

As for the socialization of rear service, obviously, the only right solution is to delegate those affairs that should not be handled by universities to the society at large. In this respect, Shanghai started earlier than other provinces. This city founded a “HEI Rear Service Lt. Co.” in 1998 to specially provide HEIs with rear service, replacing the function of the rear service organizations that existed in every university. Additionally, over 20 types of HEI rear service departments have been separated from the HEIs. Over 10 HEI rear service distribution centers have been established relying on state owned enterprises. Many education supermarkets and chain restaurants have been opened in HEIs, being run by the society. Many students’ and professors’ apartments have been constructed using social funds (MEC, 2000a, pp. 80-81). The latest developments in this aspect are that, in many cities, such as Guangzhou, a plan of founding a “university town” to put the universities in this city together and to provide these universities with unified rear service has been launched and is

being implemented now.

Problems and Evaluation of the Reform

Concerning the Educational Input of Government

As mentioned above, the total educational input of China has been continuously increasing at a great rate in recent years. However, this is only one side of the problem.

The growth rate of national fiscal educational expenditure is lower than that of the total amount of educational expenditure, and the proportion of national fiscal educational expenditure in the total amount of educational expenditure has been decreasing since 1993.

That is to say, the rapid growth of the total educational expenditure is not mainly because of the growth of the fiscal educational expenditure but because of the non-governmental channels. What is the reason for that?

On February 13, 1993, the Communist Party of China and the State Council of China worked out a series of “Guidelines of Reform and Development of China’s Education” and proposed that the proportion of national fiscal educational expenditure in GNP should be gradually increased to 4% by the end of 20th century (He, 1998, pp. 292-308). But, when being faced to foot the bill for education, the authorities always set a higher value on other matters that are considered more important than education. Table 4 shows what the promise of the authorities made in 1993 really means. However, it also reveals the efforts of Zhu Administration

Table 3. *The Change of National Fiscal Educational Expenditure (NFEE) in China, 1993-2002*

Year	NFEE in Billion U.S. Dollars	Growth Rate than the Previous Year % (B)	A*-B (%)	NFEE/ NTEE** (%)
1993	10.5	19.1	3.1	81.9
1994	14.2	35.4	5.1	78.9
1995	17.1	20.2	5.9	75.2
1996	20.2	18.4	2.1	73.9
1997	22.3	10.3	1.6	72.8
1998	24.6	10.3	6.2	68.9
1999	27.7	12.5	1.1	68.3
2000	31.0	12.1	2.8	66.6
2001	37.0	19.3	1.2	66.0
2002	42.2	14.1	4.1	63.7

Note. * & ** See Table 1.

Source: the same as Table 1.

Table 4. *The Proportion Change of NFEE in GNP or GDP* in China, 1993-2002*

Year	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
NFEE/GNP	2.54%	2.52%	2.46%	--	--	--	--	--	--	--
NFEE/GDP	--	2.68%	2.41%	2.44%	2.49%	2.55%	2.79%	2.87%	3.19%	3.41%

Note. *Before 1996, the statistics that the Chinese authorities used was in the form of GNP, while they have changed to use the concept of GDP since 1996.

Source: the same as Table 1.

since 1998.

Concerning the Internal Distribution of Educational Expenditure among Different Levels of Education

Concerning educational expenditure, another important point is that, the educational expenditure that greatly increased in recent years is mainly used for developing higher education, but not for the compulsory education.

Table 5 at least tells us that, (1) The Chinese Government paid only 44.8 U.S. dollars for a primary school student within the government budget (including local governments) in 1998. (2) The budgetary expenditure for a regular HEI student is 18.3 times as much as that for a primary school student, 11.1 times as much as that for a regular junior middle school student in 1998. (3) On the surface, the superiority of regular higher education over other levels of education and the growth rate of budgetary expenditure for every student in regular HEIs had been greatly decreased from 1999 to 2002, but, if the average growth rate of recruitment scale in regular HEIs during the 4 years from 1999 to 2003 (i.e., doctoral course, 26.6%; master course, 30.9%; 4-or-2-year undergraduate in regular HEIs, 29.2%) as shown in Table 2 is considered,

then, a contrary conclusion may be reached.

According to other statistics, in 2001, "among the various sources of educational revenues, the tuition fees paid by the students attending non-compulsory education institutions and miscellaneous fees paid by the students attending compulsory schools are gradually increasing and have become an important source of revenue second only to budgetary resources. At present, such revenues totaled 7.18 billion US dollars, accounting for 15.45% of the total revenues" (MEC, 2002, p. 17). In other words, even compulsory education is not free education in China.

As a result, a few students in the period of compulsory education have to drop out of school because of financial difficulties. By 2000, the entrance rate of primary school graduates to regular junior middle school and vocational junior middle school only reached 94.9%, the entrance rate of regular and vocational junior middle school graduates to regular and vocational senior middle school only reached 51.2% (NCEDR, 2001, p. 5).

This is what 9-years of compulsory education in China means. Obviously, the top priority of the educational efforts of this nation is to realize the "two basic" objectives. Without the overall realization of the "two basic" objectives, the

Table 5. *The Change of Budgetary Expenditure per Student at All Level Schools in China, 1997-2002*

	Absolute Value of 98(U.S. Dollars)	Growth Rate of 99 than 98	Growth Rate of 00 than 99	Growth Rate of 01 than 00	Growth Rate Of 02 than 01	Absolute Value of 02(U.S. Dollars)
Primary School	44.8	11.9%	18.5%	31.3%	26.0%	98.3
Regular Junior Middle School	73.8	4.8%	6.3%	20.2%	17.6%	116.1
Regular Senior Middle School	150.9	1.7%	3.6%	11.9%	6.4%	189.3
Vocational Middle School	134.7	8.1%	2.1%	14.7%	7.5%	201.2
Regular HEI	819.2	6.3%	1.5%	-6.8%	-9.4%	747.0

Source: the same as Table 1.

endeavors of creating a mass higher education system, founding world-class universities and winning the Nobel Prize will lose its real meaning.

Concerning the Relation between Quantity and Quality of Higher Education

As in Table 5, the rapid enlargement of higher education scale has exceeded the financial ability of what the authorities want to pay for higher education. On the other hand, the sustained and large-scale enlargement of recruitment has also exceeded the ability of HEIs to accommodate new students. Regarding quantity, if we compute it according to the statutory standard of the ratio of students to teachers made by the Ministry of Education, namely 14:1, then, 220 thousand of qualified teachers are needed throughout the nation. Regarding quality, by May of 2003, among all the teaching staff of HEIs in the nation, those who possess a master's or a doctor's degree only amount to 31% of the total.^{xvii}

Concerning "Project 211," "Project 985" and the Proposal of Creating World-class Universities

Firstly, the conception of "Project 985" reflects a kind of ignorance of what the term world-class universities actually means. It is true that there is no unified standard and fixed definition about what a world-class university is. However, everybody may have his/her own perception about it. On the other hand, the authorities should know that money is not necessarily all-powerful.

Secondly, the goal of making nine universities world-class within 10-20 years is obviously unrealistic. Besides, the serious problems within the administrative system in China's universities indicate that China's universities still have a long way to go. For example, by April 2004, there have been 12 university-level-leaders at Tsinghua Univ.^{xviii} and 16 university-level-leaders at Peking Univ.^{xix} Among real world-class universities, how many are like Tsinghua Univ. or Peking Univ.?

Conclusion

The evaluation of this new round reform of China's higher education depends on what kind of evaluation standards one holds. In the eyes of the Chinese educational authorities, there have appeared to be a great many breakthroughs in this reform. In other words, they have done very well. However, from the viewpoint of educational

principles in its strict sense, the evaluation may be very different.

In my opinion, firstly, it is certain that there have been a lot of positive changes in China's higher education since this round of reform. To some extent, this round of reform is a real revolution that is more meaningful than any one of the other reforms ever before. However, this is not to say that the reform has unfolded without some birthpains or been undertaken perfectly.

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Notes

1. In this study, the term of *China* only refers to the mainland of China.
2. Short for Higher Education Institution.

3. E.g., there were 1020 ones in 1997, when the new round of education reform hadn't been officially carried out.
4. E.g., Chen Ning Yang (1/2 of the prize in Physics 1957), Tsung-Dao Lee (ibid.), Samuel Chao Chung Ting (1/2 of the prize in Physics 1976), Tenzin Gyatso (The 14th Dalai Lama, the Nobel Peace Prize 1989), Daniel C. Tsui (1/3 of the prize in Physics 1998), Gao Xingjian (the prize in Literature 2000).
5. Yuan T. Lee (1/3 of the prize in Chemistry 1986).
6. Steven Chu (1/3 of the prize in Physics 1997).
7. “*Tiao*” or “*tiaotiao*” in Chinese refers to “strip” or “strips”, “*guanli*” in Chinese refers to “administrate”, “administration” or “administrative.”
8. “*Kuai*” or “*kuaikuai*” in Chinese refers to “lump” or “lumps”, in contrast with “*tiao*” or “*tiaotiao*.”
9. In this aspect, a variety of ways were used in practice, e.g., the “joint construction” between province and ministry, municipality and ministry, province and municipality and ministry, among ministries, province and municipality, etc.
10. *Zhongguo jiaoyu bao* [China Education Daily], December 7, 2000; and see <http://www.moe.edu.cn/gc/211/7.htm>.
11. On April 28, 2003, the Central Committee of the Communist Party of China and the State Council of China announced that Mr. Wang's application for resignation because of age was adopted and Mr. Gu Binglin was appointed to be the new president. Mr. Gu is a physicist and former Vice-president of Tsinghua Univ.
12. *Beijing wanbao* [Beijing Evening], April 6, 2003; *Renmin ribao* [People's Daily], April 18, 2003.
13. *Zhongguo jiaoyu bao*, April 25, 2003.
14. See <http://www.pku.edu.cn/about/about.htm>.
15. See <http://www.tsinghua.edu.cn/chn/xxjs/gelxsrs.htm>.
16. In 2003, the total number of enrolment students in China's higher education is over 19 million, among which 11.0856 million ones are of regular HEIs (*Zhongguo jiaoyu bao*, May 27, 2004).
17. *Zhongguo jiaoyu bao*, May 10, 2003.
18. See <http://www.tsinghua.edu.cn/chn/xxjs/xxzyfzr.htm>.
19. See <http://www.pku.edu.cn/about/xrld.htm>.

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