



COLLEGE OF EDUCATION AT ILLINOIS

Step-in, Rather than Step-out, of the State in Education
(Re)Defining Education for the Full Potential of the People

“Renmin Manyi de Jiaoyu”

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Outline

Introduction

“Whenever we have in mind the discussion of a new movement in education, it is especially necessary to take the broader, or social, view. ...The modification going on in the method and curriculum of education is as much a product of the changed social situation, and as much an effort to meet the needs of the new society that is forming, as are changes in modes of industry and commerce.”

--Dewey (1900, p. 7-8)

“The School and Social Progress” *The School and Society*

The Need for Collaboration-Global and National Contexts of Education

Collaboration for what--the Aims of Education

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Education to the satisfaction of the people

Education for the full potential of the people



Global and National Contexts of Education

Contemporary progressive scholars, such as David Harvey (2005), Henry Giroux (2002, 2007), Michael Apple (2001, 2005), Ka Ho Mok (2011, 2009), Aihwa Ong (2006), Stephen Ball (2012), etc. have written substantially on neoliberalism.



Neoliberalism

“is in the first instance a theory of political economic practices that proposes that human well-being can best be advanced by liberating individual entrepreneurial freedom and skills within an institutional framework characterized by strong *private property rights, free markets, and free trade*” --Harvey (2005, p. 2, emphasis added).



even unequal realities in the U.S and around the world (Apple at al., 2005; Baltodano, 2012; Darling-Hammond, 2010; Ravitch, 2010; Symcox, 2009; Weiner, 2011).



guiding principles of governance

‘scientific approach to development’ (*kexue fazhanguan*),

‘people-centered development, (*yiren weiben fazhanguan*)’

‘harmonious society (*hexie shehui*)’



The Aims of Education

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Education to the satisfaction of the people

Vs.

Education for the full potential of the people



Education to the satisfaction of the people

- Potential Risks:
- education as a commodity
- subjective satisfaction of the individual
- education as a distinct social and economic problem



mediaeval conception of learning

“appeals for the most part simply to the intellectual aspect of our natures, our desire to learn, to accumulate information, and to get control of the symbols of learning; not to our impulses and tendencies to make, to do, to create, to produce, whether in the form of utility or of art” --Dewey (1900, p. 26)



“education for the full potential of the people”

- education is not only individual but also social
- not only for personal satisfaction, but also for social progress
- not only satisfying but also challenging the individual to realize his/her full potential
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- not only defining education as to achieve social progress but also transform society in achieving its educative aims
 - “man” is full,
 - “yi” is the desire, the hope, the longing of reaching one’s potential.
So “manyi” makes more sense as “full potential” than “satisfaction.”



“education for the full potential of the people”

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- 满
 - 意
 - 满意

