

On China's "Famous Teachers Project" from a Critical Perspective on the Basis of the Developed Countries' Teachers Development Experience

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Abstract

A lot of relevant theories and studies have come out with the Chinese University's "Famous Teacher" Project which has been implemented for 10 years, but a few are related to this project with the projects which focuses on the development and training system of teachers in the developed countries. In fact, although without the concept of "Famous Teacher" in the western developed countries, many methods of teachers' promotion and development are very worthy of our reference for study. Compared with the teacher's development in westernized countries such as Australia, it is not difficult to find that there are still many problems in the implementation of Chinese "Famous Teacher" Project. One of the major problems which deserve consideration is how to provide a good social environment for the growth of "Famous Teachers".

Key words: University; "Famous Teacher" Project; connotation; reflection.

Introduction

In 2003, the Ministry of Education of China set up the "Famous Teacher Project" award. By the end of 2012, a total number of 1,000 national level and 10,000 provincial level, city level and school level "Famous Teachers" have been selected. There have been a lot of relevant theoretical studies on "Famous Teacher" Project but the studies pay more attention to elementary and middle school levels. The studies on university level "Famous Teacher" program are relatively few, especially with reference to the teachers' development in the developed countries.

Till 2009, the scrutiny on the "Famous Teacher" project in Colleges and universities had been under the following directions: one is on the study and selection, "On the Knowledgeable Management and Sharing of 'Famous Teachers'" (Ma Haiqun 2008); "On Teacher's Training and selection Methods in Minority Areas" (Wang Yi & Zeng Maolin, 2007); "On 'Famous Teachers in University'" (Chen Lie, 2004); and "On Cultivation and Periodic Training Strategy of University 'Famous Teacher'" (Chen Min). Another is on "Connotations of 'University Famous Teacher'", "On the Connotation and Cultivation of University's 'Famous Teachers'" (Wang Qingsong, 2002); "On the Division and Connotation of University's 'Famous Teacher'" (Zhou Hong, 2004). The third is the study on "The reasons and application for 'University's Famous Teachers' Project", (Zhang Aimei, 2006), and "Famous Teacher Project: the Key Project in the Reform and Development of University" (Xu Zijian & Wang Ceng, 2003), etc.

Since 2009, the focus on "Famous Teacher Project" has been heated up, in a word, the study of "Famous Teacher Project" has become popular in China, and entire country is having the fever of "Famous Teacher". According to Zheng Shuang and Hu Fengyang's article (Zheng Shuang and Hu Fengyang, 2011): "Reflections on the Fever of 'Famous Teacher'", they conclude the "Fever of Famous Teacher" into three aspects, namely, "Fever of building Famous Teachers", "Fever of Chasing after Famous Teacher", and "Fever of Studying from Famous Teacher". They believe that many studies advocate interview, narration, and living history, and record the history of growth of "Famous

Teacher”; those studies have significant meanings for us to recognize “Famous Teacher” and explore the rules of teacher’s development. But there are still some faults in the studies: 1. there is too much descriptive study, and less exploring study; most of the studies focus on the recording and descriptions of daily trivial of the “Famous Teachers”, while less exploring of the growing regulations from an deeper level; 2. there is too much case study, and less group study, which make it hard to recognize the group characteristics of the “Famous Teachers”; 3. there is too much the duplicate works and less innovative achievements; 4. there is too much caring about the “Famous Teacher” as individuals, but less caring about the radiation effects of the “Famous Teacher”.

The implementation of the “Famous Teachers “Project was implemented in the past 10 years. Did it achieve the desired results? Is there any disadvantage exist in the "Famous Teacher" Project? How to adjust and improve it? These problems are indeed worthy of in-depth study. This article attempts to inquire into the true connotation of “Famous Teacher” through studying the teachers’ development in developed countries, and to reflect on the existing problems in our “Famous Teacher” Project, and find the common solutions.

The Development and Cultivation of Teachers in Developed Countries

The concept “Famous Teacher” is a unique one in Chinese education. The related substitute studies about it in the western countries are: “excellent teacher” or “expert teacher”. In the expression of teachers training, improving, administration, rewarding, promotion, and other researches, “Staff Development or Teachers Development” is often used in Britain, America and Australia.

However, the western countries did not use the concept "Famous Teacher", but their concept of "teacher development" has a long history and more and more standardized in operation. Teacher development is composed of three parts, namely: the development of teachers, teaching development and organization development, also known as the "three-dimensional structure", are indispensable (Liu Yichun, 2006).

In 1991, the USA Education Association has published the education seminar report: “On the development of University Teachers: The Ascension of National Strength ". From the title we can see that, Americans attach great importance to the development of teachers,

they have given its importance to the national level. Ever since last century, formulaic procedures have been made to evaluate teachers teaching; American government and various professional organizations particularly concern about the improvement and guarantee of the teachers quality. In America, as well as in other western developed countries, they rely on standard regulations to evaluate people and things. Especially in America, the evaluations of teachers have long been standardized; they abolished the "punishment-oriented or award-oriented evaluation", and instead applied the "development-oriented teacher evaluation".

Australia's "teacher development" program is just the same as in USA. Look from the history, the first university in Australia was born before the birth of the country. A short span of 100 years witnessed the booming development of Australian education, especially the development of higher education. Its development experience, especially its higher educational development experience is worthy of studying by other developing countries in the world. The Australian higher education has two characteristics, one is its marketing, and the other is its internationalization. To keep invincible in the international competition, the quality of education and teaching has been put in the first place in order to improve the quality of education. Teachers' quality, I think, should be put in the first place.

(a) *Strict employment and accessible system for university teachers:* Australian teacher recruitment just like in Britain takes long time to recruit university teachers. The first step is to set up posts according to the needs. Before releasing recruitment information, universities should conduct the assessment of job needs, the whole teacher recruitment process lasts for half a year, a year, or even longer, the process is quite complex, and the recruitment and accessible system of teachers are very strict.

(b) *To improve the quality supervision and assessment mechanism:* The Australian government recognized the importance of higher education on providing technical support for economic development, they led a series of reform of higher education, and they strengthened the supervision and evaluation work on University's teaching, scientific research and social service. In 2010, the Australian government proposed Australian Quality Training Framework for higher education, they required each university and

middle school to have a certification process, namely, there should be a certification and evaluation for the establishment of teaching system, teaching quality and teaching results. The Schools control the quality of teaching.

From the perspective of teachers evaluation, the 1st is teaching quality evaluation: students give teachers scores after each class, it consists of two forms: one is the evaluation of curriculum including the setting of curriculum, curricular organization, curricular arrangement, contents of curriculum, and students satisfaction level on the entire curriculum; the 2nd is students evaluation on the teacher's teaching level, encouragement to students, homework check, etc. According to the students' feedback, schools collect and give statistics on these tables, and entrust the third party to carry out independent analysis and prepare a report. There is a report for every school, every department, or even every teacher. The report listed the average and individual satisfaction level of college students in this year, the average degree of satisfaction of the colleges and universities, every teacher receives a report every year. Afterwords, the teachers need to write a statement of summary according to the feedback of the students, it includes the following three aspects: the 1st is the basic condition of students; the 2nd is the innovative works they have done in the year. The universities anticipate that every teacher can propose innovations in teaching, the teaching innovation is even more important than teaching satisfaction, even if the innovation fails and causing the low scores of student's satisfaction, the teacher will also be encouraged.

(c) *The standardized teacher training system:* In order to ensure the quality of education and teaching, the Universities implemented various programs of teacher training and teacher development. Australian universities have set up specialized agencies responsible for the training of teachers, called "teacher or staff training center", and some are called "training colleges". The essence of training is to help teachers adapt to the university environment, realize self-development, the training courses are specialized, and multiple sources of funding are provided for the training.

(d) *The incentive mechanism of both teaching and scientific research:* The most important teacher incentive mechanism is promotion. Among which are three ways to achieve it: the first is outstanding research, namely scientific research; the second is

outstanding teaching, that's teachers' specialization in the teaching; the third is the combination of the first and second. Teachers can apply for any one way of promotion. The second teachers' incentive mechanism is awards. Every year, Australian Education Association sets up the teacher award, which is equivalent to the national teaching excellence award. In 2014, the Australian government is implementing the award of "Excellent Teacher". They continue to optimize scientific evaluation system, they focus on Teachers "classroom teaching, students' testing scores, parents evaluation, occupational qualification development, etc.", they also include teachers social cooperation, and cooperation with their colleagues, etc. There are almost 25,000 teachers who would be awarded, accounting for 10% of the total number of teachers, the total investment fees are about 1.3 billion Australian dollars; the award winners prize is up to 5,000 Australian dollars in average.

(e) *Paying attention to innovation:* The increase of the internationalization and a large number of overseas college students have brought new challenges for the teaching ability, teaching method, philosophy of teaching of the university teachers; the internationalization of higher education needs innovative conceptions of education, teaching and scientific research. Foreign students with different cultural backgrounds may have totally different opinions on today's burning social issues, different ways of learning from different cultures may be completely different with the modern western learning philosophy; and the conflicts of focusing on the individual and collective attention values, worshipping teachers authority and valuing the generating of new ideas; contradictions of students' difficulties in language communication, etc. [3] And also a series of problems of the understanding of different cultures by people from different cultural backgrounds, etc. These problems make college and university teachers to reconsider and reform the teaching methods, renew the educational mode, in order to meet the requirements of students from various student groups. In order to promote innovation, besides using innovation as an important part of teaching evaluation, specialized teaching innovation funds have set up in every school and college to arouse teachers' creativity.

(f) *To enhance the broad quality of teachers, and pay attention to the combination of*

teachers' ability training with social needs: With the development of society, the tune of the Universities has been changed. The scientific research cooperation and technology transfer between University and enterprise and society have been changed. Besides scientific research, in terms of the development of teachers, they are facing the transformation of comprehensive capability.

Teachers should have knowledge, understanding and ability of commercial scientific knowledge, so the Australian government and the Universities attach great importance to teachers' scientific research business knowledge and skills. They have set up special scientific research business management office and management personnel. The Australian Institute of Commercialization participate in the business seminars held by different college to maintain the commercialization of the Universities, and co-work together to cultivate the commercial awareness and ability of teachers and doctoral students, because they deeply understand, in the era of knowledge economy, the scientific research should only adapt to the latest development of the modern society, can it effectively serve the society, and bring the benefits to itself.

III. Reflection on China's "Famous Teacher" Program and Insights into the Connotations of "Famous Teachers"

(a) Reflection on China's "Famous Teacher" Programs

Seeing from the perspective of a series of practices of teacher development in the developed countries, and reflecting on the application of the "Famous Teachers" Program in China, it is not difficult to explore the following problems:

1. *The departure from its original target in the implementation process:* One original motivation of setting up the "Famous Teacher" award was to change the phenomenon of "emphasizing on scientific research and devaluing teaching" in Colleges and universities. In 2003, the "Famous Teacher" award was set up according to the instructions of the central leaders of "Professors should Teach", and the establishment of this award should emphasize on the "teachers teaching", including teaching ability, teaching level, teaching reform, teaching innovation, teaching theory, teaching methods, teaching efforts, and everything which are related with teaching. Certainly, research should have included in it. Because of the lack of scientific research of teachers, it is difficult to grasp the dynamic

development of the latest international disciplines and cutting-edge knowledge and ideas, the innovation would also be in vain. However, within the evaluation system, the division of scientific research accounted for way too large proportion, which covers forty-five percent, it is almost half the evaluation index score, but the real evaluation scores of the teachers' teaching only accounts for 30 points, within the total score of 75 points of teaching and scientific research items, teaching covers 35 points (out of the total score of 100 points).

2. *The evaluation mechanism is not perfect enough:* It is lacking of accomplished daily teaching quality assessment mechanism. The true “Famous Teacher” cannot be produced within a short term, nor can they come out of nowhere, but through long time’s practice, innovation and continuous development. The true quality of teaching, to a large extent, depends on the evaluation of students (both undergraduate and graduate), and social evaluation response. So, it is very important to develop students corresponding evaluation and social evaluation system of teaching, teacher’s evaluation is very important, and it does not exist in the evaluation system, which is clearly a significant. Although the process of the students representative scoring according to the video of the class-teaching was added, obviously it still cannot compensate for the losses of daily teaching evaluation. The “Famous Teacher” is produced without the premise of daily teaching quality supervision and evaluation mechanism, the evaluation result may not be scientific and fair, which will also make its effects be greatly affected.

3. *The spirit of innovation and correlation to the society is not strong enough:* The ultimate goal of practicing the “Famous Teacher” Program is aiming at promoting the China’s education, and to cultivate more talents with international competitiveness. And the most valuable quality of cultivating talents with the international competitiveness is the spirit of innovation. At the same time, whether the cultivation of talents is successful or not is ultimately decided by whether it can serve the society. Therefore, our higher education must promote the combination of theory with practice, pay attention to the links with industry society, and even the implementation of problem based teaching. As a student instructor, the teacher must have the above mentioned qualities and abilities; they should have behavior orientation in the teaching. However, in the implementation of the

“Famous Teachers” Program, it is not emphasized enough.

4. *It values individual's achievement evaluation, while ignores the group's cultivation and process supervision.* Compared with the western developed countries, China's “Famous Teachers” were mainly produced from the result. Of course, it is not faulty to value the result, but lacking of completed daily teaching supervision system, the outcome is not scientific and convincing, and it is hard to spread it widely. Only in this way, can it reach the objective of improving the overall teaching quality. If the “Famous Teachers” are selected on the basis of completed supervision of daily teaching and overall teacher's quality cultivation mechanism, the result will not be accidental, but a necessity, and it will not only be scientific, fair, and promoting, but would also bring the improvement of the overall teaching quality rather than "outstanding individuals". But if the teacher training is not aimed at teachers as a whole, but only for the individual, it is the violation of the principle of education fairness. In light of the overall cultivation, more attention should not be put on the strong, but the weak. As long as the teachers themselves are trying to develop, the teacher training system should provide them with opportunities. It is just accord with the principles of fair education. This type of training system will truly improve the teaching quality.

5. *The resources distribution is extremely uneven:* Researchers analyzed the data of the previous 5 rounds of “Famous Teacher” awards, and found the distribution of Famous Teacher award winners are unevenly distributed. The 1st, they are evenly distributed geographically, eastern China accounted for 55 percent, central accounted for 27 percent, and Western only accounted for 18 percent; Beijing, Jiangsu, Hubei, Shanghai and Sichuan are the top five provinces with the largest number of the award winners, accounted for 41 percent of the total amount of award winners, but for Guizhou, Qinghai and Tibet, there is only one winners respectively; the 2nd is the uneven distribution of colleges: of all the 500 national “Famous Teachers” (including 15 from the Colleges of the people's Liberation Army), 485 teachers are from the non-military universities and colleges, there are 300 award winners come from the "211 Program" universities, the top five universities with the most award winners are Peking University, Tsinghua University, Wuhan University, Jilin University, and Sichuan University. For the 225 of all the

colleges with award winners, 133 have only one winner, the winners from the rest 92 colleges and universities covers 72.58 percent of all the award winners; the 3rd is the uneven distribution of subjects, the proportion between science and liberal arts is two to one (Yu Chenxu and Pan Pengyu, 2011). The gross aim of "The Outline of the National Long-term Talent Development Planning "(2010-2020)" is to train and bring up "large-scale, optimized-structure, reasonable-layout, good qualified personnel, and make certain the establishment of national competitive advantages, and enter into the national strong countries of talents, and establish the base for the realization of socialist modernization in the middle of this century". According to the analysis of the data from the "Famous Teacher" award, there are obvious problems exist in the layouts and structure of Chinese teaching talents. The reasons for the uneven distribution of regional economic differences include traffic and geographical differences, ideological differences, the lack of scientific policies, etc.

(b) An insight view on the Connotation of "Famous Teacher"

Taking the development of teachers in the western countries, we have the necessity to view the connotation of the concept of "*Famous Teacher*": What is the "Famous Teacher"? Nowadays, what characteristics should the "Famous Teachers" have?

There are various understandings and expressions about the concept of "Famous Teacher", but the contents are practically the same. According to the "dictionary.com", it is interpreted as "the well-known teacher", "the prestigious teacher or master"; these are just literally interpretation, and naturally shallow ones.

Many researchers believe the real master and master's growth should be a natural process of long-term accumulation; it should have nothing to do with economic interests and power. Of course, there are a few "Famous Teachers" won their titles by paying money or rights and power, those few are actually a defame of the title's connotation and characteristics. As mentioned by the researchers, such as Zheng Shuang and Hu Fengyang: "the teachers are facing with the three "fevers", namely the fevers of building up "Famous Teacher", of running after "Famous Teacher", and of studying after "Famous Teacher". This has made the competing process go out of the track. In order to build up the program of "Famous Teacher", different programs are built up freely, millions of

money are spent at their will, thus produces useless programs, and their quality of “Famous Teacher” cannot be guaranteed. According to the insightful conclusion of Famous Teacher’s connotation by Zheng Shuang, “Famous Teacher has teacher’s virtues, knowledge, fame, and can be the exemplary person for other teachers; virtues, knowledge, fame, and exemplary character are the four components of the ‘Famous teacher’”. This theory has some key points: (i). “Famous Teachers” is the combination of scholar and educator, they are the essence and core of the teachers, and they have the characteristics of “outstanding virtues, profound knowledge, professional teaching skills, and impressive achievements”. (ii). “Famous Teachers” should not be the unique award for teachers, its outer connotation is much wider than the formal conception of “teacher”, there are many other experts in other fields that deserve the title of “Famous Teachers”, but as for the circle of education, “Famous Teachers” specifically refer to those “leaders to the healthy growth of students, spreaders of scientific knowledge, leading researchers of academic fields, practitioner of educational innovation, and forgoer of first-class social behaviors; they regard the improving of talent quality as an ultimate life goal, they insist on surpassing themselves, influencing other people, and regarding education as their life goal.”

Through studying the teacher’s development in the developed countries, I think “Famous Teachers” should have the following characteristics: First, they should have the characteristics of “3 high and 1 great”. “3 high” means high morality, high reputation, highly influenced accomplishments. “1 great” means great influence. They should have great anticipation of their value of life. They should love the genuineness and respect science, instead of being ruled by money and power. They should be straightforward with strong sense of social responsibility. Only under the exemplifying and instructions of those integrated “Famous Teachers”, can the campus be a real holy garden to nourish and cultivate the integrated spirit. At the same time, they should have good commander of expert knowledge and skills, they should be knowledgeable, and also have highly academic reputation, be influential in their own research field (or even in other fields). Second, they should have the characteristics of “pursuing truth, innovation, and practice”. “Pursuing truth” means pursuing the reality, not mass up with the formulaic or artificial

stuff. This is the human being's good quality, and all the academicians should abide by it. "Pursuing innovation" means pursuing creativity; it refers to creating characteristic classroom teaching mode, and creating the students innovative spirits. Innovation is the driving power of social improvement. It is also the good quality and the advanced talents should obtain. "Pursuing practice" means putting teaching together with the social demands, satisfying the society's demands with the required talents. Therefore, the "Famous Teachers" should bring their students to the front fields of scientific research with appropriate ways, to the social practices, and to contribute the society with innovative research and accomplishments.

IV. Reflection on the Development Direction of China's "Famous Teacher"

Program

After the "Famous Teacher" Program has been implemented for ten years in China, problems of the program need to be reassessed: where should the program go? I believe that our "Famous Teacher" should be adjusted in the following aspects:

(a)*The program of "Famous Teacher" should be "routinized"*: The so-called "routinized", firstly, it refers to the daily evaluation methods, through the completed mechanized daily supervision and evaluation of teaching quality, the assessment results will be produced automatically, rather than using the present awarding means to evaluate; the 2nd is to award a large population by increasing the proportion of "Famous Teachers". The present 1/10,000 or 1/1,000 percentage of the population is just a "point", which serves very little in the radiation effects; it also can not play very good effects in encouraging other teachers. Only by expanding the "point" into "group", can it have stronger incentive effects.

(b)The single evaluation-oriented model should be switched to the combination mode of cultivation and evaluation, and the cultivation mechanism must comply with the principle of education equity, they should face the teachers as a group instead of picking out individuals. The comprehensive quality of teachers should be taken as priority. The planned, systematical, multiplied training should be practiced according to the relevant data provided based on the daily teaching quality supervision and evaluation, and improve the overall quality of teachers.

(c) The proportion of innovation and social practice should be increased. The “Decision about Several Important Issues in Overall Deepening Reform” in the Third Plenary Session of the eighteen Central Committee of Communist Party of China mentioned, "In order to comprehensively deepen the comprehensive educational reform, we should fully implement the party's education policy, adhere to the morality education, strengthen the education of the socialist core value system, perfect the Chinese excellent traditional culture education, form into effective and long-term mechanism of loving learning, loving labor activities, and loving the motherland, in order to enhance students' sense of social responsibility, innovation spirit, and pragmatic ability." Innovation includes theory innovation, innovation in classroom teaching practice and social practice. Teachers should be guided to adjust the course contents under the guidance of social demands, thus cultivate the highly creative talents to meet the demands of society.

However, to achieve the aim of developing our higher education, points mentioned above are not enough. In addition to its own factors, the teacher's growth, the development of education has close relationship with the social environment. In fact, there are many problems in Chinese educational environment. Therefore, the optimizing the social environment of “Famous Teacher” is the premise of the victory of the “Famous Teacher Program”; it is also the most arduous and most important task in the program.

The number one growing environments of “Famous Teacher” is that the whole society attaches great importance to the educational environment, innovate the education system, and to eradicate corruption in society.

After 30 years of reform and opening up of China, with the rapid development of economy, social corruption, as well as economic development speed, continues to "advance", and is getting worse; the economic development goes hand in hand with the affluence of corruption, the two "racing together bridle to bridle". Government agencies and officials at all levels caused corruptions in different areas, of course, the departments of culture, education, science and technology fields are no exceptions. Educational corruption leads to cheating in exams, scientific fraud and plagiarism. Academic research achievement and success have become cells of the molecule in "relationship" corruption. According to the "2012 Statistical Bulletin of National Science and Technology Funds"

released by the Chinese government in September of 2013, in 2012, the inputting funds of China's research and experimental development exceeded 1 trillion Yuan. The Chinese government attaches great importance to the investment in scientific research that makes China a great country with large inputting funds into science and technological areas. It ranks the third in the world. This seems encouraging, however, there are various dark fields caused by the corruption of scientific fields! The administrators value the facial and formalist staff, judge a person by the number of published papers and research programs they are leading, rather than people's actual ability and working effects. To make it worse, many papers and research programs do not come in the fair and just way. There are many problems and loopholes in various fields, such as, the management of China's various journals and periodicals (including the judgment and examining of articles), the application of programs, approval of programs, the concluding of programs, awarding process, etc., a large proportion of them are closely related with power and money. The corruptions are already known to all. "Administrative departments have always been in the leading position for the allocation of our country's academic resources, they are in charge of funds, program settings, and acceptance of scholars application, this model completely changes the academic management into administrative management, academic evaluation is substituted by the administrative evaluation, leads to corruption in the process of application, and makes researchers and academic institutions put emphasis on the programs approval, and look down upon program research. Once they have the approved programs, they have the resources, the benefits, and also the honors. The author gave accurate description of the present problems and loopholes in our country's scientific research administration caused by corruption: So, just think about it, how many of the trillions of funding are really used in researches? Mostly of them are used in the "meetings", "Traveling" and "receptions", the more funding they input, the more they wasted them. To make it worse, most of the "so-called" scientific results selected by the scientific research evaluation system are out-of-hook from the real social practice, and less than 10% of them can really be put into practice.

Without changing the environment, there would be no chance for the selection and cultivation of the real "Famous Teachers", it's even a fantasy to use this program to

improve the development of China's higher education.

The whole society attaches great importance to the cultivation of human's independent spirit, to cultivate human's innovative spirit, free thinking, liberate humanity, and to create an environment of full academic freedom.

The "Famous Teachers" are to train outstanding talents. They themselves must be talents of master's level. To promote the growth of "Famous Teacher", we must make our society pay more attention to the cultivation of independent spirit, to cultivate the spirit of innovation, the thought of human freedom, to liberate the human personality, and to create an academic environment for complete freedom.

Qian Xueshen talked with the former Chinese Premier Wen Jiabao in his later years, he expressed his concerns that top talents can't be cultivated in the present Chinese educational system, this interrogation was named after "Qian Xueshen's Interrogation". To answer this question, certainly we must firstly analyze our "soil" – China's education environment and academic environment.

Have a look at the invention of human history, there are four great inventions in ancient China, these are Chinese pride, however, to have a look at the modern invention, "All of the inventions including the lever principle, the principle of buoyancy, the structure of the human body, free fall law, the body's circulatory system, cell, electronic, photosynthesis, mass conservation, the nature of heat, bacteria, genetic, the periodic table of the elements, cell division, blood type and so on, are not found by Asians especially Chinese. Even from the technical level, which Chinese are believed to be good at, whether it is light, telegraph, telephone, refrigerator, TV, movies, computer, microwave oven, air conditioning, watches, glasses, the steam engine, radio, fax machine, washing machine, train, maglev trains, cars, ships, aircraft, helicopter, hovercraft, the internet, satellite, submarine, atomic bomb, missile, aircraft carriers, as well as the materials of new generation of nano materials, laser, solar energy and so on. All of the inventions with milestone sense have nothing to do with Chinese".

Why is this so? The fundamental reason is that Chinese lack of the awareness of and the spirit of innovation, and their creative and innovative ability are low. This is the failure of education. But in the final analysis, the reason is due to that the whole society, including

the entire educational system does not pay attention to the cultivation of students' independent spirit and creative ability, while American education, from kindergarten to university level, they emphasize two points, the 1st is the independent ability, the 2nd is the innovative ability, while not ignoring learning to provide assistance to other people, as well as learning group spirit and the spirit of collectivism. But in the universities of China, "the official rank standard" has seriously hindered the academic freedom, hindered people's innovation, and make people even dare not have the moral courage to criticize mistakes. The education of unified thoughts followed by the same pattern mode of curriculum and the standardized examination answer seriously stifled creativity and imagination of the students. The essence of education should be the pursuit of truth and innovation, students and teachers should pursue their own interests instead of adapting themselves to meet the requirements of the powerful people and economic interests.

"The Decision on Comprehensively Deepening Reform of Certain Major Issues by the Central Committee of Communist Party" made in the The Third Plenary Session of the 18th Central Committee of the Communist mentioned on the contents of education reform, to "promote the reform of the examination and enrollment systems, probe into the operating mechanism of relative separation of enrollment and examination, students multiple selections, the independent recruitment schools according to laws, professional organizations practice with the government's macro managements and social participation in the supervision mechanism..., and to advance the separation of management from its processing, to strengthen the independent power in education of the provincial government and universities, to improve the internal governance structure, to strengthen the national education inspection, to carry out education assessment monitoring commissioned by the social organizations". These are long-awaited reforms, which will hopefully promote the development of education in our country greatly.

The program of "Famous Teacher" relates to the great cause of Chinese education, the Chinese education concerns China's national future. In order to implement the "Famous Teachers" program, we must reform the educational system. The reform of the education system must have the participation of governments at all levels and all members of our society. So, we can look forward to a better future of China's education in the future.

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