

美中教育服务机构在中国服务二十周年

The 20th Anniversary of
Educational Services
Exchange with China



美中教育服务机构

Educational Services Exchange with China



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亲爱的朋友们：

今年是美中教育服务机构在华服务二十周年。很高兴能有这么多中美朋友聚集在一起欢庆。这情景是我们二十年前所不敢想象的。

二十一年前我们首次踏上祖国的土地时，看见的是一番百废待兴的景象。那时中国政府刚刚实行改革开放，祖国社会的经济、教育、文化等事业还如初春的嫩芽，虽然幼小，但充满着生机与希望。那时我们决心要为开放的祖国做一点实事，因而创办了美中教育服务机构（ESEC）。

我们选择了教育作为主要的服务领域，因为意识到人才资源是社会发展的关键，和走向世界的中国最迫切的需要。二十年来，我们以培养与国际接轨的人才为主要方向，采用“培训培训者”的思路，与国内近两百所大学和其他单位举办了英语培训、国际贸易和商务培训、高等教育评估、医疗教育、中国企业人员海外培训、残疾人康复和农村扶贫等合作项目。二十年了，祖国的面貌已经发生了翻天覆地的变化。我们欣慰地看到在祖国大发展的洪流中，也融入了ESEC同仁的几滴汗水。

美国有一位著名的哲学家和建筑设计师，名叫Buckminster Fuller，他设计了许多有美术价值的建筑物。有一次，一位麻省理工学院的学生这样问他：“当您解决技术问题的时候，是否也考虑到美学的因素？”“不”Fuller博士答道：“当我要解决一个问题时，我

可没有机会去考虑美术因素。可是一旦思考完毕，而答案却是缺乏美术感，我便知道一定是哪里出了问题。”

我想用这个例子来比喻ESEC在进行各项合作项目时的状态一定会很恰当。在举办合作项目时，我们只是全力以赴地为目标而工作，没有太多的余地去考虑其他。但工作带给我们的回报常常比我们所期盼的要多得多，我们得到了很多朋友。就如一个好的解决方案一定有美感，成功合作的结果一定会带来深厚的友谊。

感谢众多国内朋友多年来对ESEC的鼓励与支持。ESEC所有在华举办的项目都离不开合作单位朋友们的帮助和参与。同样要感谢许多美国朋友，包括这次从太平洋彼岸到来的四十多位，他们的赞助和推动也是ESEC成功的因素。我代表ESEC向各方友人表示诚挚的感谢。

为了表达和重申我们对中美友好前景的信心与憧憬，这次庆典的刊物封面采用了长城联结金门大桥的图案，并选择中美两国国旗的颜色（红、黄、蓝、白）作为底色。我们相信中美民间的交流必然推动两国间的进一步理解与合作，增进东西方不同文化背景下爱好和平人民的共同福祉。我们将继续执着于这一理想，并且不断以努力的工作答谢厚爱ESEC的各方友人。

美中教育服务机构总裁
余国良 博士



Dear Colleagues and Friends,

2001 is an exciting year for ESEC. It marks the 20th anniversary of ESEC's service in China. We are deeply honored that so many friends from China and the United States have come together in Beijing to join in our celebration. We would never have imagined such a beautiful tribute 20 years ago.

Upon our first landing in China 21 years ago, China was on the verge of monumental change. The "Opening and Reform" policy has just been announced. China hummed with excitement as the potential for economic growth, educational development and cultural activities was revealed. It was like the early days of spring, when the trees full of tiny buds announce new beginnings and hope for all. It was in this environment of expectation that we resolved to start Educational Services Exchange with China (ESEC), in order to contribute in some small way to the modernization of the motherland.

We chose educational development as our means to serve, led by a conviction that human resource development is the key to the future and success of any society. There was a compelling and immediate need to train internationally oriented personnel for the newly opened China. Our calling was clear. For 20 years, we have maintained our "Train the Trainer" focus.

In cooperation with more than 200 Chinese institutions, ESEC has offered English training, international business training, Higher Education Evaluation, medical education, special education for disabled persons, cross-cultural training for business executives, and development projects for impoverished regions. In the span of two decades, China has experienced a degree of change that is considered revolutionary, both in its scope and in its record-breaking pace. We are privileged indeed to have been an inspired observer and a joyful participant.

Buckminster Fuller, a famous US philosopher-architect and builder of many beautiful structures, was once asked by an MIT student, "When you tackle a technical problem, do you take the aesthetic factors into consideration?"

"No," replied Fuller. "When I am working on a

problem, I never think about beauty. I think only of how to solve the problem. But when I have finished, if the solution is not beautiful, I know something is wrong."

The same can be said about cooperation. In cooperation we commit our common efforts towards finishing a job. But when the job is done, we see the natural outcome is something beautiful - Friendship.

I am often asked to identify the greatest reward of my work with ESEC. The answer is simple and sincere - the many treasured friends I have made. It is appropriate that on this 20th anniversary celebration I would offer thanks to all friends of ESEC. I would first like to thank our many Chinese friends and partners. Without your support and participation, ESEC would not have realized the accomplishment we celebrate today. I also wish to thank our American friends, many of who have traveled a great distance to join in this celebration. Without your long-standing encouragement also, ESEC would not have known this success.

The design for the cover of this commemorative booklet links the Great Wall with the Golden Gate Bridge. The colors selected in this design are chosen from the Chinese and American flags (red, yellow, blue and white). The cover expresses our idealism and appreciation of the friendship between the Chinese and American partners of ESEC. We strongly believe that continuing educational activities and exchange will promote greater understanding and cooperation between our two countries, and multiply the blessings of those who love peace.

We will continue to pursue such ideals, in appreciation and in tribute to all the many friends who have blessed ESEC.

Sincerely,

Dr. Danny Yu
President, ESEC



加强合作，增进了解，
为中美教育民间交流做
出更大贡献。

罗豪才

二〇〇一年九月

全国政协副主席罗豪才先生的贺词

Congratulation from Mr. Luo Hao-Cai, Vice Chairman, China Political Consultative Conference



美中教育服务机构成立二十年来，其宗旨始终忠于“非以役人，乃役于人”的教导，服务于中国社会，为中国教育事业的发展提供人力和技术支持，所办大量合作项目，都是我国之急需。我作为中国一位基督徒愿意表达我们的感谢，祝愿美中教育服务机构对我国和人类的贡献继续增长，中美两国人民的团结和友谊日益加深。

金陵神学院院长

丁光训

2001年11月4日于南京

全国政协副主席丁光训先生的贺词

Congratulation from Dr. K. H. Ting, Vice Chairman, China Political Consultative Conference.



尊敬的余国良先生：

在美中教育服务机构（ESEC）在华服务二十年庆祝活动举行之际，我谨代表中国残疾人联合会并以我个人的名义，向你并通过你向参与此次活动的各界人士表示衷心地祝贺！

二十年来，ESEC在你领导下，为中美教育交流做出了杰出贡献，特别是在特殊教育师资培训、残疾人士教育和职业培训、康复医疗专业和管理人员培训等方面进行了有益的尝试。我对于你们的一片爱国挚情及二十年来在中美交流方面所付出的努力表示崇高的敬意。

教育事业是崇高的事业，残疾人事业是人类文明与进步的事业。我们愿与社会各界和海外的朋友们一道，为推动我们共同事业的发展，为人类有一个更加充满希望的新世纪而做出不懈努力。

衷心祝愿此次活动取得圆满成功！

中国残疾人联合会主席

邓朴方

2001年11月

中国残疾人联合会主席邓朴方先生的贺词

Congratulation from Mr. Deng Pu-Fang, Chairman, China Disabled Persons Federation



中共中央统一战线工作部用笺

致美中教育机纪念文集的贺词

值此美中教育机构在北京举行庆祝活动并出版纪念文集之际，我谨致以热烈的祝贺和诚挚的问候！

过去的二十余年，贵机构以增进中美两国人民友谊为宗旨，致力于中美民间教育交流事业，为中国教育事业的发展积极培养人才，提供各项服务，取得了显著成绩，产生了深远影响。二十一世纪将是中华民族实现伟大复兴的年代，预祝贵机构在未来发展中再接再厉，更进一步，为实现这一宏伟事业做出更大成就。

中共中央统战部

2001年10月11日

中共中央统战部副部长朱维群先生的贺词

Congratulation from Mr. Zhu Wei-Qun, Vice Director, China State United Fronts Department



中华人民共和国大使馆用笺

祝贺美中教育服务

机构成立二十周年

杨洁篪

中国驻美国大使杨洁篪先生的贺词

Congratulation from Mr. Yang Jie-Chi, Ambassador of the People's Republic of China to the United States of America



国家外国专家局

美中教育服务机构 (ESEC):

二十年来,美中教育服务机构(ESEC)在余国良先生带领下,以推进中美两国教育交流及培养与国际接轨人才为主要方向,在英语、国际贸易和商务,以及中国企业人员赴海外培训等方面都做出了可喜的成绩。值此 ESEC 在华服务二十周年纪念活动之际,我谨代表国家外国专家局表示衷心的感谢与热烈祝贺。

中国的各项事业正在突飞猛进地发展,希望有更多的国外友人、海外同胞投身其中,密切合作。我们相信,贵机构将继续成为重要的桥梁。

祝愿贵机构为中美两国人民之间的友好交流做出更大的贡献。

国家外国专家局副局长

二〇〇一年十月十九日

国家外国专家局副局长杨汉炎先生的贺词

Congratulation from Mr. Yang ,Han-Yan ,Vice Director , State Administration of Foreign Expert Affairs



值此庆祝 ESEC 在华服务二十周年之际，我谨代表北京大学对此次大会表示热烈的祝贺。从 1982 年起，北京大学与 ESEC 建立并保持了长久而卓有成效的合作关系，为中美两国间文化与教育的交流树立了好的范例。衷心感谢 ESEC 为北大的人才培养付出的努力，希望双方今后进一步加强合作。

预祝大会圆满成功！

北京大学校长 许智宏

二〇〇一年十一月十六日

北京大学校长许智宏先生的贺词

Congratulation from Prof. Xu Zhi-Hong, President, Peking University



中美教育
交流的使者
石化人才
培养的伙伴
祝贺美中教育服务
机构在华服务廿周年
李毅中
二〇一二年
十月二十四日

中国石油化工集团总公司总经理李毅中先生的贺词
Congratulation from Mr. Li Yi-Zhong , Prsident, China Petrochemical Corp



中山大學

二十年来致力中美文化交流，
促进两国教育合作，惠我学子，
硕果累累。今后更将加强携
手，再造辉煌。

书贺纪念

美中教育服务机构二十周年

端木正

二〇〇一年九月

原最高人民法院副院长端木正先生的贺词

Congratulation from Mr. Duan-Mu Zheng, Former Vice President, China Supreme People's Court



中華人民共和國駐美國洛杉磯總領事館

Consulate General of The People's Republic of China

443 Shatto Place, Los Angeles, CA 90020

美中教育服务机构 (ESEC)

余国良博士：

值此美中教育服务机构成立及在华服务二十周年之际，
我谨代表中国驻洛杉矶总领事馆，并以我个人的名义，向你
和美中教育服务机构的所有人士表示衷心的祝贺。

自1981年成立以来，美中教育服务机构以增进中美两国
人民友谊为宗旨，与中国近200家单位在教育培训、技术和管
理经验的引进等方面进行了积极交流与合作，为中美两国人
民之间的友好交往作出了重要贡献。

中国驻洛杉矶总领事馆愿意与美中教育服务机构一道，
为中美民间教育交流与合作，为促进中美关系的进一步发展
继续作出努力。

中国驻洛杉矶总领事

二〇〇一年九月二十五日

中国驻洛杉矶总领事兰立俊先生的贺词

Congratulation from Mr. Lan Li-Jun, Consul General, Chinese Consulate General in Los Angeles



中国教育国际交流协会

欣闻 2001 年是美中教育服务机构在华服务二十周年，中国教育国际交流协会特对贵机构在二十年中所取得的成绩表示热烈的祝贺！

我会同贵机构合作 15 年，致力于中国英语教师的暑期培训，为中国外语师资水平的提高做出了贡献。

祝美中教育服务机构取得更加辉煌的成绩！

中国教育国际交流协会

2001 年 10 月 22 日

中国教育国际交流协会的贺信

Congratulation from China Education Association for International Exchange



THE SECRETARY OF EDUCATION
WASHINGTON, D.C. 20202

ON THE OCCASION OF THE
20TH ANNIVERSARY OF
EDUCATION SERVICES EXCHANGE WITH CHINA
Beijing, China
November 2001

I am pleased to greet those gathered in Beijing to celebrate the 20th anniversary of Educational Services Exchange with China.

As members of ESEC, you can take pride in the achievements of the past two decades. Your organization was one of the first American, nongovernmental organizations working in China when the U.S.-China relationship was normalized. In this role, you have made meaningful contributions to the relationship of our two nations and our two peoples.

As U.S. Secretary of Education, I am pleased to note that ESEC has sent close to 2,000 American teachers to China over the past 20 years. In partnership with over 200 Chinese universities, ESEC has provided education programs for over 80,000 students.

I would like to commend you for your commitment to international education and understanding. Please accept my best wishes for a successful celebration.


Rod Paige

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

美国联邦教育部长罗德·佩格先生的贺词

Congratulation from Dr. Rod Paige, Secretary of Education of the United States



GOVERNOR GRAY DAVIS

Commendation

Educational Services Exchange with China

November 16, 2001

It is a great pleasure to extend my congratulations as Educational Services Exchange with China (ESEC) celebrates its 20th anniversary.

For two decades, ESEC has maintained an outstanding record of service. Its ground-breaking efforts to use education to build connections between the peoples of China and the United States have made a lasting impact on the global community. I commend ESEC for its commitment to promoting goodwill and friendship.

I am also pleased to recognize ESEC President Danny Yu for his extraordinary service and leadership. His hard work and dedication to students around the world are truly inspirational.

On behalf of the people of the State of California, I extend best wishes for continued success.



Gray Davis
Governor Gray Davis

STATE CAPITOL • SACRAMENTO, CALIFORNIA 95814 • (916) 445-2841

美国加利福尼亚州州长格雷·戴维斯先生的贺词

Congratulation from Mr. Gray Davis, Governor of the State of California, USA



美中教育服务机构(ESEC)二十年工作回顾

由 ESEC 供稿

二十年前，一群生活在美国南加州而心系祖国的华侨和海外学子，出于对祖国教育事业的深切关心，也为祖国改革开放的远景所鼓舞，由余国良博士和彭永宁博士首先倡导，在美国洛杉矶创办了一家专门从事中美民间教育交流与服务非盈利性机构，这就是美中教育服务机构(ESEC)。

美中教育服务机构(ESEC)从创办之初起就得到了多方面人士的关心和支持。在美国方面有许多关心中国发展的友人鼓励和支持机构的事业，在人力、经济、资料等各个方面提供宝贵的资助。在中国方面，我们一直得到中国政府和很多大学机构的关心和帮助，大量国内单位的合作和参与使我们的服务得以不断地扩展和延伸。迄今为止我们已经和国内近两百所单位共同在英语培训、现代教学方法引进、外贸和国际商务培训、医疗教育、高等教育评估、残疾人服务和特殊教育等领域成功举办过合作项目。

美中教育服务机构(ESEC)工作的二十年，是我们见证中国改革开放和社会进步的二十年，也是中美两国人民友好交往不断发展，并且结出硕果的二十年。机构的全体同仁为能够投入这一伟大的历史洪流作一些微小贡献感到欣慰，也感谢国内外所有关心我们工作的人士多年以来的支持和鼓励。美中教育服务机构(ESEC)将服务中国社会，增进中美两国人民友谊作为自己的最根本的宗旨。由这一宗旨出发，美中教育服务机构(ESEC)始终保有，并不断发展著下面五方面的特点：

首先，机构始终都是由一些乐意看到中国现代化，关心中美两国人民友谊的美籍人士（很多是美籍华人）所热心支持的。我们的支持者普遍有著对中国友好，希望中国健康发展的良好心态。在以往的二十年中，这些朋友一直在为机构的工作提供必须的经济和舆论支持。

其次，我们以互相尊重为机构在中国开展活动的基本原则。美中教育服务机构(ESEC)本着基督

教的博爱理念和“非以役人，乃役于人”的基督教精神开展工作。我们始终提醒自己美中教育服务机构(ESEC)工作的宗旨是合作与服务。在与国内机构合作的过程中，我们愿意以“服务者”的形象出现，并注意对国内合作单位的习惯、兴趣和思维方式予以充分尊重。合作关系总是平等的。我们努力在彼此尊重的基础上与国内单位建立互相信任的工作伙伴关系。

再次，我们为国内合作项目派遣美方工作人员时非常注意团队精神，力图派出最佳组合的团队以提供优质的服务。我们认识到工作效果是否理想更多地取决于参与工作的人员是否能很好地彼此协调，以及与其他人合作。单独的个人无论本身多麼优秀，所能做的总是有限的。所以我们在选派人员来中国服务时基本上不派遣个人，也不一定考虑所派人员本身是否一定最佳，但一定会送来最好的团队，他们必须能够和国内单位很好地合作。我们在派遣人员来中国以前为他们举办强化培训，提供跨文化训练，实现队伍配套。由于美中教育服务机构(ESEC)一直强调团队的理念，我们选派的人员一般总不负众望地达到预期目标。

另外，我们在中国推广了融会中西文化特点的教学方法。单单以语言教学为例，我们不但积极引进国外先进的外语教学法，同时也努力结合中国课堂教学的习惯和特点，反复探索能够针对中国学生产生较好效果的实用方法。我们对教育中的“跨文化”方面始终保持著适当的敏感，较多地考虑文化差异的因素对教学效果的影响，并努力从此出发对我们的教学项目作出改进。这样也帮助人们与合作单位保持良好的关系。

最后，我们在举办项目时惯用发展模式在先，规模推广在后的系统化和“规模复制”的方法，大大地提高了利用资源的效率，取得了事半功倍的效果。说得更具体些，就是在开始每一新项目时投入较多的资源发展出一套可行和经济的模式，然后以此为模



本大规模地推广，将它运用到好几个，十几个，甚至几十个相似的项目中去，并且在推广的过程中也参考实践经验改进模式，使之更有效地发挥效用。二十年的实践证明了这套方法是“低成本，高产出”的好方法，能较好地适合中国的需要，也有效地利用了我们的有限的资源。

现在，我们想把美中教育服务机构（ESEC）在以往二十年中，在中国举办和参与合作的项目总结如下：

1、英语培训班（IOE）



The 1984 graduation ceremony of the ESEC Institute of English at Changchun Geological College
84年长春地质学院英语培训班结业

英语培训班是我们在国内举办的最早的项目。1981年我们与北京医学院合作为准备出国交流的医学界人士提供英语培训，同时与北京市经委经济建设总公司合作为经委所属的七十多家外向型公司的涉外谈判人员培训英语。当时我们还没有想到这只是以后二十年在中国工作的前奏。1982年北京大学与我们合作举办出国人员英语培训中心，设立了我们机构在中国的第一个固定英语培训点。二十年以后，美中教育服务机构（ESEC）的英语培训点已遍布全国各地，曾就该项目与我们合作过的单位多达91个（见附件1）。经由我们英语培训班训练的学员包括出国交流人员，科研人员，研究生、大学在校生、管理人员、政府公务员等多方面的人士。美中教育服务机构（ESEC）的英语培训班在口语训练方面拥有专长，同时还深入介绍美国文化，因此对培养学员的实际沟通能力很有帮助。我们在举办英语培训班时

还非常注重教学人员，教学材料，教学方法，课堂环境，教学管理，教学计划与日程等方面的配套，力图从各方面着手创造全方位的学习英语的环境。因为这些特点，英语培训班一直是我机构在中国举办的最受欢迎项目。

为配合中国政府大力发展中西部地区的计划，将来的工作方向是举办和加强中西部地区的英语培训。最近我们正在与国家外国专家局筹划在西安设立英语培训中心，为西部各省的外事工作人员提供英语训练。另外，我们的教学策略也在发展当中。八十年代美中教育服务机构（ESEC）英语培训班的重点是训练出国人员的英语。进入九十年代以后，我们越来越注重对教学人员和管理人员的培训，就是 training the trainers（训练训练者），以适应祖国进一步发展的需要。

2、暑期英语培训班（SIE）

有关统计资料表明，中国在职中学英语教师当中有三分之二希望接受英语方面的进修训练。而中学教师平时一般工作繁忙，他们受训的最佳时间是暑假。为了适应他们的这种特点和需要，美中教育服务机构（ESEC）特别设计了服务于中学英语教师的暑期英语培训班。

自1985年起，由中国国际教育交流协会（CEAIE）统筹安排，美中教育服务机构（ESEC）先后与五十所学校（见附件2）合作举办了十多期暑假期间的英语培训班。在举办该项目的初期阶段，我们在培训课程中引进了八十年代国际流行的 Functional-Notional Approach（功能-观念型教学法），



A discussion forum held in Wuhan in 1992 for the partners of ESEC Summer Institute of English
92年暑期英语班中方承办单位在武汉举办的座谈会



以弥补传统的Grammar-Translation Approach(语法-翻译型教学法)的不足。进入九十年代以后,我们又介绍了当时先进的Communicative/Content-Based Approach(沟通-内容型教学法)。暑期英语培训班引进海外现代英语教学方法的做法受到了许多受训学员的欢迎和好评。

3. 现代教学方法培训班(ITM)

美中教育服务机构(ESEC)举办的暑期英语培训班由于引进国外先进的语言教学方法,引起了有关专家的注意。许多受训的教师也希望我们能够将这些教学方法系统介绍和推广。为此我们专门开办了“现代教学方法培训班”,产生了一定的影响。

其实我们给现代教学方法培训班使用的教材,也就是我们自己用来培训派往中国的美籍教员的材料。美中教育服务机构(ESEC)在派遣教师来中国之前,对他们进行为期五个半星期的现代教学方法强化训练,并给予素质评估,还教会他们熟练使用全套现代英语教学丛书。我们为培训这些教师准备了整套系统化教材。我们机构使用的这套培训方法引起中国英语教学工作者的很大兴趣。通过举办现代教学方法培训班,我们把已发展成熟且经过实践的现代英语教学方法介绍给国内合作单位,取得了较好的效果。

进入二十一世纪以后,科技领域(尤其是计算机技术)的发展为现代教学方法的改进提供了前所未有的机遇。美中教育服务机构(ESEC)一直关注着这方面的进步。我们留意到“计算机辅助外语教学”(Computer Assisted language Learning)是一个很有潜力的课程。在国内英语教师供不应求的情况下,有效地运用计算机技术所提供的教学手段可以缓解人力资源的不足,并在实际教学中起到事半功倍的效果。科学技术与教学方法结合,这是国际教育界正在经历和探索的一条新路。我们已经和北京大学英语系在今年开展了计算机辅助外语教学的研讨,并争取在今年秋天开始实际应用。

4. 国际商务培训班(IIT/IBI)

我们与中国合作的二十年,正值中国改革开放,对外经济合作与交流飞速发展的时期。对外开放使

得中国对国际商务人才的需要急剧增加。应对这一需要,我们自1984年起首先与上海交通大学合作举办了“国际商务培训班”,培养对外贸易与商法人才。我们在交大首先举办的课程包括了六个单元:国际商法、国际技术转让、管理会计、市场营销管理、国际营销与商务环境,和跨文化谈判。后来我们与国家外国专家局合作,使国际商务培训班得到了扩展。在以后的十多年里,通过外专局的统筹安排,我们与三十六所单位(见附件3)合作举办了国际商务培训班。

我们举办的国际商务培训班一般把课程分成各个相对独立的单元,每个单元长达三周左右。这样的课程设计使得我们有可能邀请一些活跃在国际商务领域,有著丰富实践经验的专业人士来华教授和讲学。这些人士一般平日常工作非常繁忙,不能抽出很多时间参加教学。三周左右的教学安排是他们比较愿意考虑的。这样的课时设计有利于我们安排更多的专业人士参与我们的对华服务。他们的访华亦间接地推动了中美商界间的往来。

中国社会的持续发展不断带给我们新的课题。随著中国加入WTO的步伐不断加快,我们也逐渐将眼光放到中国所急需的深层次研讨课题上。1998-99年我机构与美国PEPPERDINE大学法学院和中国司法部,中国政法大学合作,联合举办了“破产法”研讨会,受到各方面的肯定。

5. 赴美考察培训项目(OTP)



SINOPEC Management Institute Students visiting facilities in America in 1994

中国石化 94 MBA 学员在美国加州实习

自九十年代初期,我们发现国内的企业与机构有送管理人员出国实地受训的需求。许多涉外管理人员,包括那些接受过我们英语培训和外贸培训训练的学员,均感觉到有需要更深入地了解国外经济,实地学习国外公司与机构的运作。为了回应这种需要,我们着手举办赴美考察培训项目,有选择地与一些国内单位建立起合作关系,编制系统的考察训练计划,并负责其实施。迄今为止我机构已经安排过五十多个团队赴美进行考察和培训。

我们举办的海外考察培训项目的特点是安排受训者直接进入美国公司实习,与本地员工一样承担起具体工作的责任,在实践中培养专业能力与跨文化沟通技能,达到受训目的。与我们合作比较密切的国内单位有中国石油化工集团公司,中国国家技术监督局等。尤其让我们感到兴奋的是:有许多曾经接受过我们英语培训或国际商务培训的人员,他们在国外实习的过程中能够在自己所不熟悉的企业环境下出色地担负起责任,得到国外企业管理人员的好评。随着合作的深入,我们越发看到美中教育服务机构(ESEC)多年工作的价值。

6. 医疗教育 (MED)

美中教育服务机构(ESEC)的第一个医疗教育项目是与张治道基金会共同举办的。1987年秋在上海举办了中美吸烟与癌症研讨会。当时美国癌症协会的主席Robert McKenna亦应邀出席。根据当时中方的数据,中国肿瘤医院肺癌病人中的九成病因是吸烟,并预测到21世纪中国每年将有90万人死于肺癌,120多万人死于与吸烟有关的疾病。而McKenna则提出美国的研究发现肺癌发病高峰期迟于国民吸烟高峰期二十年,并指出美国政府花在癌症治疗上的费用远超过了从烟草征税的所得,因此针对吸烟的高社会成本提出了警告。此次研讨会云集了国内外癌症医学方面的专家,被公认为一次高学术水准和高社会效益的研讨会。

也是在1987年,我机构代表张治道基金会,管理对上海医科大学兴建十二层研究生楼的捐赠项目。这一项目的建成,改善了上海医科大学研究生部的硬件教学环境。近年来我机构还致力于帮助改善国内贫困地区的医疗条件。我们曾资助和派遣医疗队到贫困地区服务,也参与过贫困地区的血吸虫病防

治工作。

7. 发展贫困地区经济 (EDIR)

自八十年代末起,美中教育服务机构(ESEC)也参与了发展农村,改变贫困地区面貌的工作。其中一个突出的实例是帮助浙江景宁县(1988年全国



Skill training as the motif for economic development projects in impoverished regions
以训练技能为主体的扶贫项目

十大贫困县之一)脱贫的项目。由于景宁地处山区,不便种植粮食等农作物,加之交通不便,长期以来都处在贫困状态中。美中教育服务机构出资帮助景宁地方成立"山宝食品有限公司",加工当地的蘑菇、香菇、竹笋等土特产,帮助当地改进经济作物的品种,并发展土产加工业务。在多方共同努力下,1997年景宁县终于达到了脱贫的目标。美中教育服务机构(ESEC)的脱贫扶助计划还在其他几个地区进行。

一些地方通过本机构的资助办起了木雕厂,制衣厂、塑料制品厂等企业,培养了当地的经营管理人才,为脱贫的目标打下了人力资源的基础。

8. 高等教育评估 (HEE)

自八十年代中期起,随着中国教育制度改革的深入,高等教育评估日渐成为热门的课程。1987年,美中教育服务机构(ESEC)与北京大学联合举办了第一次中美高等教育评估研讨会,有三十所大学应邀出席。当时代表美方的主要发言人是美国州际教育委员会(Education Commission of the States)主席Bob Andringa博士(也是我们二十周年研讨



The Second Sino-American Symposium on Educational Evaluation held in 1990 (the Wuhan Group)
90年第二次中美教育评估研讨会（武汉会场）

会的主讲人之一)。三年之后的第二次研讨会有一百五十所大学参加。九十年代初本机构与北京大学合作发展了高等教育评估培训课程，并建立了高等教育评估资料中心。1993年在夏威夷举行了环太平洋地区国家高等教育评估研讨会。1995年和北京大学举办二十一世纪高等教育展望赴美考察团。1996年与中国高等教育评估研究会以及香港学术评审局联合举办了“高等教育教学评估和质量保证”国际研讨会，到会的总共有十个国家的代表二百人。1996年以后，我们参与这项工作虽然暂时告一段落，但它却启发了我们的思路，引导我们去思考另一个与之相关的热门课题：高等教育的国际化。这也是美中教育服务机构（ESEC）二十周年庆祝活动研讨会的主题。



Participants in the 1996 International Conference on Quality Assurance and Evaluation in Higher Education
96年高教评估与质量保证国际会议与会者合影

9. 残疾人士的教育和职业培训计划（ISI）

随着国内对残疾人士需要的重视，我们一直在强化这一领域的服务。自1989年起我们就与江西大学合作出版了《乡村残疾儿童》一书。1993年我们与南京大学和南京师范大学合作编写和出版了两本书：《聋儿早期康复教育—理论与方法》和《聋儿早期康复教育—整合教学活动设计》。1994年起，我们机构与南师大与中残联合作举办了特殊教育骨干教师大专班，迄今已培养了七届学员。此外，与南师大合作的特殊教育硕士研究生已毕业一期，目前正在讨论明年举办第二期。

尤其值得一提的是美国聋哑康复领域的专家，曾



Customizing the wheelchairs donated by Joni & Friends
赠送轮椅后为使用者按高矮再作调整

担任联合国聋哑大使，罗得爱兰聋人学校校长的Peter Blackwell博士积极参与了上述所有的培训项目。自1992年起Blackwell博士代表本机构每年访问中国，推动举办聋哑学校校长和骨干教师培训班。八年来Blackwell博士与国内的南师大等单位结成了稳定的合作关系，与国内从事特殊教育的同仁们结下了深厚的友谊。

近年来美中教育服务机构（ESEC）的残疾人服务项目正积极向康复医疗方向发展。为此我们在今年初安排了中国残疾人联合会康复研究中心的专业人员和管理干部赴美国培训，并考察了54个有关大学与医疗单位。我们拟将这一合作项目继续扩大，并考虑在国内与中国残联康复研究中心合作举办康复医疗人员培训班。



10. 其他

除了上面谈到的这些项目以外，美中教育服务机构(ESEC)亦一直关注中国发展过程中的新需要，积极研讨开辟新的合作渠道，不断与中国有关方面探讨选定合适的新项目。以往我们曾资助了国内一些贫困地区举办希望学校，今后我们有可能考虑继续参与这方面的扶贫助学项目，让更多的贫困家庭子弟获得机会接受教育。

九十年代初，我们响应了国内一些人士的建议成立了一个新的姊妹机构“基督教人士交流机构”，与中国国家宗教局配合来推动美中两国宗教界人士，尤其是基督教人士的互访与交流。这一项目举办了7年以来，我们已经组织了宗教人士多次互访，帮助海外人士更好地了解中国的宗教信仰自由政策，也获得了中国驻海外使领馆的肯定。

二十世纪九十年代以来，国际间竞争的加剧和信息技术的广泛应用推动了高等教育的国际化，也为现代大学走向世界提供了动力和新的渠道。近年有一些值得注意的新趋势：合作办学方兴未艾，信息交流技术显示出潜力，地区间和国际间的互动与协调日趋活跃。中国的高等教育事业也正处在国际化的进程当中。当今的中国大学与海外的交流日趋频密，合作项目与学术交流如雨后春笋。中国也正在努力建设一批具有世界一流水平和国际竞争力的大学，使中国的高等教育与国际接轨。美中教育服务机构(ESEC)作为一家与中国合作多年，关心中国教育发展的机构，对“高等教育国际化”的课题有着浓厚的兴趣。趁着这次美中教育服务机构(ESEC)在华工作二十年纪念的机会，我们把“大学国际化的趋势、意义和对策”作为研讨会的专题。我们也希望继续参与这一课题的讨论和发展，也盼望各方面人士多多提出宝贵的意见。

结 语

以上是对我们以往二十年工作的简单总结。应当说明的是，由于美中教育服务机构(ESEC)本身不是一个大学研究单位，所以我们当初工作的着眼点是看到祖国现代化过程中有一些过渡性的需要，因而希望以海外华人的身份，尽己之所能作出一点点贡献。随着中国社会的进步，国内需要的侧重点

也在改变。美中教育服务机构(ESEC)希望不断以发展的眼光看待我们与中国的合作，使我们的服务应和祖国发展的步伐，在今后继续为中国的现代化尽上一份海外同胞的微薄本份。

在回顾美中教育服务机构(ESEC)走过的二十年历程的时候，我们不由地希望再次对所有支持我们工作的机构和人士致以诚挚的感谢。美中教育服务机构(ESEC)是在合作中成长起来的，也非常珍视合作的机会。合作使我们更加了解祖国，合作使我们与祖国同仁之间发展出更深的友谊，合作亦更加坚定我们对祖国现代化远景的挚着信念。我们由衷地感谢大家，也盼望看到美中教育服务机构(ESEC)在二十一世纪与祖国共同前进。

值此美中教育服务机构(ESEC)在华服务二十周年庆祝之际，我们谨向在二十年间与我们合作的下列机构表示诚挚的感谢：(如有错漏、敬请原谅，并望指正)





(ESEC) 英语培训班 (IOE) 协作单位

(依名称汉语拼音首位字母顺序排列)

1. 包头钢铁学院 (93, 94, 95, 96, 97, 98, 99, 00, 01)
2. 北京煤矿管理学院 (86, 87, 88)
3. 北京市外交学院 (82, 84)
4. 北京市经委经济建设总公司 (81)
5. 北京林业大学 (86, 87, 88, 89, 90, 91, 92, 93)
6. 北京工业大学 (85, 86)
7. 北京医学院 (81, 82)
8. 北京石化管理干部学院 (93, 94, 95, 96, 97, 98, 99, 00, 01)
9. 渤海石油公司 (84, 85, 86, 87, 88)
10. 科技人才局 (87)
11. 中南林业大学 (91, 92)
12. 中南工业大学 (91)
13. 长春地质学院 (83, 84, 85)
14. 长春光机学院 (86, 87)
15. 成都地质学院 (86, 87, 88, 89, 90, 91)
16. 成都气象学院 (88, 89)
17. 成都科技大学 (84, 85, 86, 87, 88, 89, 90, 91, 92)
18. 中国矿业学院研究生院 (88)
19. 中国医科大学 (87, 88)
20. 中国南京石化公司 (85, 86)
21. 中国地球科学大学 (85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97)
22. 中国科学院 (84, 85, 86, 87, 88)
23. 重庆国际经贸局 (85)
24. 重庆通讯学院 (92, 93, 94, 95)
25. 重庆市政府 (84)
26. 华东工学院 (88, 90, 91, 92)
27. 华东石油学院 (88)
28. 国家外国专家局 (88, 89)
29. 广东外语大学 (99, 00, 01)
- ** 大朗校区 (原外贸) (85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98)
- ** 外语校区 (96, 97, 98)
30. 广西经济管理干部学院 (87, 88)
31. 广西大学 (87)
32. 桂林电子学院 (87)
33. 桂林旅游学院 (87, 88)
34. 杭州商学院 (91, 92)
35. 哈尔滨造船学院 (87)
36. 河北地质学院 (90, 92)
37. 华中农业大学 (90)



38. 华中科技大学 (90, 91)
39. 江西财经学院 (88, 89, 91, 92, 93)
40. 吉林工业大学 (84, 85, 86)
41. 连云港化工学院 (94, 95, 96, 98, 99, 00, 01)
42. 南京通讯学院 (93, 94, 95, 96, 97, 99, 00)
43. 南京交通高等专科学校 (91, 92)
44. 南京林业大学 (93)
45. 南京理工大学 (93, 94, 95, 96, 97, 98, 99, 00)
46. 东南大学 (01)
47. 南开大学 (84)
48. 白求恩医科大学 (85, 86, 88)
49. 东北林业大学 (86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96)
50. 东北财经大学 (90)
51. 北方交通大学 (85)
52. 西北政法学院 (87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01)
53. 中国人民大学 (84, 85)
54. 北京大学 (82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97)
- ** 圆明园校区 (98, 99, 00, 01)
55. 青岛大学 (90)
56. 山东理工大学 (01)
- ** 山东矿业学院 (90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00)
57. 山东工业大学 (88, 89, 90, 91, 92, 93, 96, 01)
58. 上海外贸学院 (86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00)
59. 上海科技管理学院 (87)
60. 上海交通大学 (83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01)
61. 杉达大学 (98, 99, 00, 01)
62. 汕头大学 (83, 84)
63. 山西教育学院 (87, 88)
64. 山西电力局 (88)
65. 沈阳农业大学 (88, 89)
66. 沈阳大学 (90, 93, 94)
67. 深圳大学 (84)
68. 四川外语学院 (86)
69. 华南师范大学 (84, 85, 86)
70. 西南政法学院 (92)
71. 苏州丝绸工学院 (92, 93, 94, 95)
72. 太原工业大学 (85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 00, 01)
73. 天津轻工业学院 (88, 89, 90)
74. 天津纺织工学院 (90, 91, 92)
75. 天津师范大学 (01)
- ** 天津师范学院 (92, 93, 94, 95, 96, 97, 98, 99, 00)
76. 天津大学 (85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97)



77. 天津工业大学 (97)
78. 天津财经大学 (95, 96, 97, 98, 99, 00, 01)
- ** 天津财经学院 (87, 88, 89, 90, 91, 92, 93, 94)
79. 武汉科学院 (83, 84)
80. 武汉地质管理学院 (94, 95, 96)
81. 武汉纺织工学院 (91)
82. 武汉理工大学 (00)
- ** 武汉水上运输工程学院 (87, 88, 89, 90, 91, 92, 93, 94, 95)
- * 武汉运输大学 (96, 97, 98, 99)
83. 西安地质学院 (92)
84. 西安交通大学 (87, 88)
85. 西安联合学院 (01)
86. 浙江卫生局 (82, 83)
87. 浙江大学 (85)
88. 浙江造船学院 (90)
89. 郑州大学 (85, 86)
90. 中山大学 (84)
91. 马鞍山钢铁公司 (01)

附件2: 美中教育服务机构 (ESEC) 暑期英语培训班 (SIE) 协作单位

(由中国国际教育交流协会统筹安排, 下列协作单位按名称汉语拼音首位字母顺序排列)

1. 安徽财贸学院 (94)
2. 包头钢铁公司 (96, 97, 99, 00, 01)
3. 北京煤矿管理学院 (88)
4. 北京国际饭店旅游学院 (96, 97, 98, 99, 00, 01)
5. 长春地球科学大学 (93, 94, 95)
6. 长宁区教育局 (91, 92, 93, 94)
7. 长江葛洲坝工程教育局 (93, 94)
8. 中国青年政治学院 (98, 99)
9. 中国电气企业协会 (92, 93)
10. 甘肃教育学院 (88)
11. 广东金融贸易干部管理学院 (01)
12. 广东教育交流服务中心 (96, 97, 98, 99, 00)
13. 海口国际饭店与旅游学院 (96)
14. 杭州神学院
15. 河北农业技术师范学院 (91)
16. 河北地质学院 (92)
17. 合肥工业大学 (87)
18. 淮北煤矿师范学院 (90)
19. 黄浦区人事局 (93, 94)
20. 湖北教育学院 (90, 91, 92, 93, 94, 95)



21. 湖州丝绸工业学校 (96, 97, 99, 00)
22. 江汉大学 (88)
23. 江西赣州地质学院 (90, 91)
24. 吉林教育学院 (87, 88, 90)
25. 辽宁教育学院 (86, 87, 90)
26. 潞河中学 (01)
27. 南京外语学校 (86, 87)
28. 宁夏教育学院 (88, 90, 91, 93)
29. 人大附中 (87, 88)
30. 山东建材学院 (91, 92, 96)
31. 山东理工大学 (01)
32. 上海科技管理学院 (88, 90, 91, 92, 93, 94, 01)
33. 山西教育学院 (90, 91)
34. 十堰教育学院 (96, 97)
35. 十堰教学研究所 (95)
36. 十堰教师进修学院 (94)
37. 太原工业大学 (98, 99, 00, 01)
38. 唐山师范学院 (91)
39. 天津教育学院 (90, 91, 92, 93)
40. 天津轻工学院 (91, 93)
41. 天津国际商学院 (96, 97, 98, 99, 00, 01)
42. 天津师范大学 (95, 96, 97, 98, 99, 00, 01)
43. 天津工业大学 (99, 00, 01)
44. 潍坊市教委 (91)
45. 武汉工业大学 (90, 91, 92, 93, 94)
46. 阳江教委 (95)
47. 宜昌教育研究所 (92, 93, 94)
48. 云南教育学院 (87, 88)
49. 浙江地质学校 (93, 94, 95)
50. 中南财经大学 (96, 97, 98, 99, 01)

附件3：美中教育服务机构（ESEC）；国际商务培训班（IIT\IBI）协作单位 (由国家外国专家局统筹安排，下列协作单位依名称汉语拼音首位字母顺序排列)

1. 安徽财经大学 (93, 94, 95, 96, 97, 98, 99, 00, 01)
2. 北京轻工学院 (88)
3. 北京化工大学 (91, 92, 93, 94, 95, 97, 98, 99, 00, 01)
4. 中南财经大学 (87)
5. 长春地质学院 (90)
6. 长春地球科学大学 (95)
7. 成都科技大学 (87, 89)
8. 武汉地球科学大学 (90)



9. 南京理工大学 (89, 91, 92, 94, 96)
10. 华东船舶学院 (91, 92, 93, 94, 96, 97, 98, 99, 00, 01)
11. 电子工业管理学院 (88, 89, 90, 91, 92, 93, 94, 95)
12. 广东外贸学院 (86, 87, 88, 89, 90, 91, 92, 94, 95, 96, 97)
13. 湖南大学 (90, 91, 92, 93, 94)
14. 江苏工学院 (90)
15. 江苏工业大学
16. 江西财经学院 (87, 88, 91)
17. 吉林财贸学院 (88, 90)
18. 吉林工业大学 (87, 93, 94, 96, 97, 98, 99)
19. 东北林业大学 (91)
20. 东北财经大学 (87, 93, 94, 96, 97, 98, 99)
21. 西北政治学院 (94)
22. 青岛大学 (91, 94)
23. 山东纺织学院 (91, 93)
24. 山东工业大学 (94)
25. 上海国际商学院 (90, 91)
26. 上海外贸学院 (87, 90)
27. 上海科技管理学院 (88)
28. 上海交通大学 (85, 86, 87)
29. 沈阳财经学院 (90)
30. 苏州大学 (91, 92, 94, 95, 96, 97, 98, 99, 00, 01)
31. 天津财贸学院 (95)
32. 天津外语大学 (86, 87, 88, 89, 90, 91, 94, 95, 96, 97, 98, 99, 00, 01)
33. 天津外贸学院 (89, 90, 91, 92)
34. 天津财经大学 (85, 86, 93, 96, 97, 98, 99)
35. 天津工业大学 (97, 98, 00, 01)
36. 武汉工学院 (88, 90)

附件4：美中教育服务机构（ESEC）残疾人与特殊教育培训班协作单位

（依名称汉语拼音首位字母顺序排列）

1. 中国残疾人联合会 (95, 96, 97, 98, 99, 00, 01)
2. 中国基督教三自爱国运动委员会 (90, 91, 92, 00, 01)
3. 中国康复后研究中心 (01)
4. 南京师范大学 (93, 94, 95, 96, 97, 98, 99, 00, 01)
5. 南京大学 (93)
6. 江西大学 (89, 90, 91, 92)
7. 天津儿童福利院 (94, 95, 97, 98, 99, 00, 01)



Celebrating Two Decades of Cooperation

Just as China opened her doors to the world, a group of Chinese-Americans living in Los Angeles founded Educational Services Exchange with China (ESEC) under the leadership of Dr. Danny Yu and Dr. Wing Pang. Serving the people of China through education and exchange was the calling of ESEC. They established a nonprofit organization and began operations as a non-government educational service some twenty years ago.

ESEC gathered attention and support from people in many walks of life. These people gave selflessly of their time, money, and services. In China, ESEC was welcomed by the government and the institutes of higher education. A mutual commitment to cooperation has allowed ESEC to expand its programs; ESEC offers English language learning programs, contemporary teaching methodology, international trade and commerce, medical education, higher education evaluation, service to the disabled, and special education. To date, this effort has involved more than 200 Chinese institutions.

The 20 years that ESEC has served in China marks two historical decades of rapid progress and reform for Chinese society. It is in this setting that ESEC discovered its purpose and defined the incumbent challenges ahead. ESEC appreciates the opportunity to be a participant in the metamorphosis of Chinese society, and is especially grateful for the many friends who have joined this pilgrimage.

The fundamental philosophy of ESEC is to promote genuine friendship between the people of China and the people of the United States. In this philosophy, ESEC has embodied five distinctive characteristics that set it apart:

1 ESEC was founded by Chinese-Americans who are interested in fostering a healthy relationship between the USA and China. An ever-expanding community has

sustained ESEC and its work by providing economic and moral support.

2 The guiding tenet of ESEC's partnership is mutual respect. ESEC is founded on the concept of Christian humanitarian principles. Our creed is "to serve, rather than to be served." As partners we focus on understanding and appreciation for one another. Our cooperative relationship is one of equality.

3 ESEC does not send individual teachers; we send teaching teams. We do not emphasize individual performance. We mold our teachers as team members. With strengths that compliment and empower the whole, they can overcome personal limitations. Prior to leaving the States, we extensively train our teachers in teamwork and teaching methodology so they can function effectively overseas.

4 In the training of our teaching teams we also emphasize cross-cultural sensitivity. Equipping our teachers to work with their Chinese partners, we strive to integrate Western and Oriental approaches to education. We employ the latest teaching methodologies while giving close attention to the psychological and cultural habits of the students. As a bicultural organization, ESEC's goal is to overcome cultural boundaries and barriers while respecting the differences of the two cultures.

5 We seek continual growth. We average a new program every two years. We have employed an effective protocol for developing new programs - beginning with pilot testing, then establishing a model and finally duplication for the masses. After we perfect a curriculum design, we immediately seek to multiply the program to as many locations as possible, thereby reducing the cost per student trained. ESEC has been recognized for its ability to produce low cost and high quality education that achieves optimal results.



The following is a summary of the many programs that ESEC operates or has participated in over the course of twenty years:

Institute of English (IOE)

The Institute of English (IOE) was ESEC's initial program in China. In 1981, ESEC cooperated with Beijing Medical College to train medical professionals for overseas exchange programs, and also with the Beijing Economic Development Commission in training negotiators for subsidiary companies involved in international trade.

In 1982, ESEC placed an English training center at Peking University for personnel preparing to go abroad. This was the first long-term ESEC English training institute in China. Today ESEC English training centers abound in China. The IOE program includes ninety-one Chinese institutions, training people ranging from officials to students (see addendum 1). ESEC teachers are considered specialists in the training of oral English.



The 1991 teachers of the Institute of English Program gathered in Los Angeles for orientation prior to departure for service in China
91 年英语培训班全体教员赴华前在洛杉矶集训时合影

ideal setting for English learning by improving all factors of language education. The Institute of English is the most popular program ESEC operates in China.

As a response to the Chinese government's plan to develop the western frontier of China, ESEC intends to expand its IOE program to the West. ESEC is in discussion with the China State Foreign Expert Bureau to establish an English training center in Xian, a key city in the West, to train the teachers and foreign affairs personnel of the region. Our emphasis in China has changed from preparing personnel to go abroad, to that of equipping Chinese teachers and managers. ESEC has embraced a strategy of "Train the Trainer" in order to satisfy the current needs of China.

Summer Institute of English (SIE)

The focus of SIE is to train high school English teachers who are only available to take courses in the summer. Two-thirds of Chinese high school English teachers indicate a desire for additional education in English language skills and classroom methodology. ESEC responded to the needs of Chinese teachers and thus began the Summer Institute of English (SIE).

Since 1985, ESEC has worked with the China Education Association for International Exchange (CEAIE) to



The first group of ESEC teachers preparing to depart for China
81 年第一批赴华服务的ESEC教员

These teachers also bring North American culture into the classroom. ESEC focuses on the practical, communicative skills of their Chinese students, and gives special attention to the effective integration of its teaching personnel, textbooks, teaching methodology, classroom environment and management. The goal is to create the



place the SIE program in more than fifty schools (see addendum 2). In the 1980s, we introduced the popular Functional-Notional Approach of teaching methodology in our training programs to rectify the influence of the Grammar-Translation Approach employed by most Chinese teachers. In the 1990s, the advanced Communicative/Content-Based Method was introduced to our ESEC training curriculum. The contemporary emphasis of SIE is warmly embraced and widely welcomed.

Institute for Teaching Methodology (ITM)

As a result of the SIE and IOE programs, many Chinese teachers were attracted to the methodologies and voiced a sincere need to incorporate these skills into their own classrooms. In response, ESEC established the Institute of Teaching Methodology (ITM) to systematically introduce the progressive teaching methodologies and curriculum. The materials used in the ITM program are the same as those used to train the ESEC teachers. The American teachers receive intensive training for 5.5 weeks, where they are taught to implement a total immersion language curriculum designed by ESEC for China.

The short supply and high demand for English teachers impose a challenge that must be met with progressive and creative solutions. China's need for English teachers in the 21st century is too staggering to be met by personnel alone. The advances in computer technology will allow us to meet the need. Computer-assisted language learning is the latest development in the field and promises excellent results with limited cost. ESEC is exploring ongoing trends to combine technology and education methodology. In 2002, ESEC will introduce the Computer-Assisted Language Program (CALP), with the English Department of Peking University prior to national expansion. This program will offset the shortage of English teachers and will allow Chinese students access to English education.

International Business Institute (IBI)

In the 1980s, many Chinese institutions realized the need for greater knowledge concerning international commerce. To assist with this need, ESEC, in partnership with Shanghai Jiaotong University, began the first International Business Institute in 1984. This Institute was designed to train professionals in international trade and commercial law. The curricula of our first IBI Program consisted of six units: International Commercial Law, International Technology Transfer, Managerial Accounting, Marketing Management, International Marketing and Business Environment, and Cross-Cultural Negotiation.

Each course within the IBI program is a self-contained unit that convenes for three weeks. The three-week schedule made it possible for us to invite highly experienced professionals to teach in China. Their efforts indirectly contributed to the development of commercial exchange between China and the USA. The IBI program grew and eventually expanded to a partnership with 37 Chinese institutions through the help of the State Bureau of Foreign Experts (see addendum 3).

China's anticipated entrance into the WTO has challenged ESEC to give attention to other additional topics. For example, in 1998 and 1999 ESEC hosted an International Symposium on Bankruptcy Law in cooperation with Pepperdine University's School of Law, China's Ministry of Justice, and the China University of Politics and Law. In partnership with the State Bureau of Foreign Experts, the IBI training has become ESEC's most highly sought after program in China.

Overseas Training Program (OTP)

In the 1990s many Chinese enterprises and government agencies found the need to acquire the management practices used in developed countries. This was especially true among the graduates of ESEC English and Business programs. These students had gained the book knowledge and had explored the theories of the "Market Economy". The time had come for practical

"hands-on" experience in the environment where such theories are practiced. ESEC began the Overseas Training Program (OTP) to facilitate a practical learning experience. Since the program's inception, ESEC has received more than fifty Chinese delegations to the United States as part of the OTP.

The unique character of OTP results from placing Chinese trainees in the actual work environment. The trainees participate in daily operations alongside their American counterparts. This cross-cultural experience can be



SINOPEC MBA Students Practice in America in 1994
中国石化 94 MBA 学员在美国加州实习

life changing for the trainees as they have the opportunity to observe first hand how textbook theories become effective practice. Presently, the China Petro-Chemical Company and the China Bureau for Technical Supervision send their executives and officials to participate in the Overseas Training Program. Not only are these participants trainees, they are also ambassadors for Sino-American trade relationships. Following their overseas experience, they return to their work in China where many have advanced quickly in their career.

Medical Education (ME)

The first ESEC medical education project was a collaborative effort with the Dr. Samuel Chang Foundation. In 1987, ESEC sponsored a Sino-American Symposium on Smoking and Cancer. This symposium brought to-

gether the most highly respected and acclaimed oncologists from the US and China. Chinese research revealed that 90% of all lung cancer cases treated were a result of smoking. It is predicted that in China in the 21st Century, 900,000 people will die of lung cancer annually. It is also expected that 1.2 million people will die of smoking related diseases. Dr. Robert McKenna, then chairman of the American Cancer Society, stated in his keynote address to the symposium that American research shows the maximum occurrence of lung cancer correlates to the peak periods of cigarette consumption within a 20-year time-lapse.

Dr. McKenna further stated that the US Government expenditure for the treatment of smoking-related cancer far exceeds the tax revenues collected on tobacco products. This was a stringent warning of the high social cost of smoking to any society.

In 1987, ESEC represented the Dr. Samuel Chang Foundation in the administration and construction of a twelve story teaching facility for Shanghai Medical University. This project improved the teaching environment for graduate education at the Shanghai Medical University. Another of ESEC's medical endeavors has been to help the impoverished regions of China by improving the standards and availability of medical care. In addition, we have sent medical teams to disadvantaged areas to offer services and to participate in the schistosomiasis prevention project.

Economic Development for Impoverished Regions (EDIR)

Since the late 1980s ESEC has participated in several development projects to bring hope to the economically depressed rural regions in China. One of the largest projects ESEC has undertaken was in Jingning County, in Zhejiang Province. Jingning was named one of China's poorest counties in 1988. Since Jingning County is located in a highly wooded mountainous region, agrarian work is difficult. Furthermore, Jingning is isolated. Its lack of transportation contributed to its continual need

to battle poverty.

ESEC/EDIR invested funds to partner with the county government to establish Shan Bao Food Production Ltd. This venture utilized the natural resources of the region, mushrooms and bamboo shoots, to overcome poverty. The project undertook improving Jingning County's growing conditions and provided training and support to the farmers. With the mushroom growing log and improved spores, mushroom farming became a predictable success. The food company purchases the crop yields and does the processing, packaging, marketing and distribution. The per capita income saw an impressive increase, and reduced the common state of poverty. By 1997 Jingning County was officially off the impoverished county list.

Jingning is only one of ESEC's efforts to empower impoverished people. By establishing partnership entities such as wood carving factories, clothing factories and plastic factories in various impoverished regions, ESEC continues to contribute in a small way to the fight against poverty in China.

Higher Education Evaluation (HEE)



One of three study-groups in the First Sino-American Symposium On Higher Education Evaluation in 1987
87年第一次中美高教评估研讨会三个小组之一

In the mid 1980s, as China moved away from the Russian model of education and began a reformation, Higher Education Evaluation garnered attention. In 1987, ESEC partnered with Peking University to conduct the first Sino-American Symposium on Higher Education Evaluation. Thirty universities were invited to participate. The American keynote speaker was Dr. Bob Andringa, Commissioner of the Education Commission of the States (Dr. Andringa is also the keynote speaker for the ESEC 20th anniversary celebration).



The Pacific Rim Symposium on Higher Education Evaluation held in Hawaii in 1993

93年在美国夏威夷召开环太平洋地区国家高等教育评估研讨会

In 1990, the second Sino-American Symposium on Higher Education Evaluation was held with 150 universities participating. Following the second symposium, ESEC collaborated with Peking University to develop a training curriculum for Higher Education Evaluation, and established an HEE resource center. The third Sino-American symposium was held in 1994 in Hawaii.

In 1995, a Chinese delegation led by Peking University visited the USA for the purpose of studying higher education planning for the 21st century. In 1996, ESEC joined the China Association for Higher Education to conduct the first International Symposium on Higher Education Evaluation and Teaching Quality Assurance. Two hundred representatives from 10 different countries participated. That event signaled the conclusion of ESEC's involvement on this topic. However, this expe-



rience has influenced us to look ahead and to focus on another important topic: the Inter-nationalization of Higher Education, which is our theme for ESEC's 20th anniversary celebration.

Education and Rehabilitation for the Disabled (ERD)

As China gives significant attention to the needs of disabled persons, ESEC places priority to services for the disabled in China. In 1989 we collaborated with Jiangxi University in publishing a book titled Disabled Children in Rural Areas. In 1993 we further collaborated with Nanjing University and Nanjing Normal University in compiling and publishing two books titled Early Education for Hearing Impaired Children - Theories and Practice and Early Education for Hearing Impaired Children - Integrated Design of Education Activities. In 1993, we co-sponsored with Nanjing Normal University and the China Federation for the Disabled a college-level training program for special education teachers. We have conferred seven classes of graduates to date. In cooperation, ESEC and Nanjing Normal University established the first Masters degree program in special education in China. There is discussion of developing this to a higher level degree program.

It is important to mention Dr. Peter Blackwell, an ESEC volunteer, who is our Director for Special Education to China. Dr. Blackwell is a world-renowned specialist in hearing impairment, the former president of the Rhode Island School for the Deaf, and also the United Nations Ambassador for the Deaf. Since 1992, Dr. Blackwell has worked in China on a regular basis, helping to develop curriculum and the degree programs. Dr. Blackwell also takes the time to teach a course every year. He has contributed significantly to ESEC's relationship with the special education community in China.

In the immediate future, ESEC will devote its efforts to the area of physical rehabilitation. Earlier this year, we arranged for the top executives of the China Rehabilitation Research Center to visit the USA and to par-

ticipate in an orientation and training program. Fifty-four institutions in the US participated in this training effort to make it a spectacular success. Many of the American participants have indicated a strong interest in supporting the developing rehabilitation program in China.

Others

In addition to the aforementioned programs, ESEC is committed to giving attention to the ever-changing needs that arise in the process of China's modernization. We welcome and seek more productive and efficient ways to cooperate with China. We are in constant conversation with our Chinese partners, as we continually seek to work on the most current and prevailing needs. We have financially supported the building of elementary schools in the impoverished regions. We will continue to sponsor education assistance programs for the disadvantaged areas. Our goal is to empower children from impoverished families with the opportunities to acquire an education.

In the early 1990s, we have also responded to suggestions from China to establish a new organization: the Christian Leadership Exchange. It was established especially for the purpose of promoting understanding between China and the USA in the area of religious development. Since its establishment seven years ago, we have collaborated with the China Religious Affairs Bureau to organize a number of mutual visits of religious delegations. This has helped others to better understand the religious policy of China. Our efforts in this area have been recognized by the Chinese diplomatic corps in the United States.

Another ESEC development is related to the trend of internationalization in education. In China, higher education is a growth industry with room to develop many new formats. The advancement in information technology has shortened the distances between regions and countries. The latest challenge for Chinese universities is to become "global". Many Chinese universities are now actively engaged in outside relationships. Exchange



programs and joint research projects are prospering, and China is aiming to equip its best schools that they may become world-class facilities that are in compliance with inter-national standards. For that reason, ESEC has chosen "The Internationalization of Higher Education" as the symposium theme of our 20th anniversary celebration. ESEC intends to continue participation in the deliberation of this topic after the celebration.

Closing Remarks

The above is a summary of our twenty years of activities. ESEC is neither a university agency nor a research organization. Therefore our interest is rather simple: as Chinese-Americans, we hope to make contributions to the relationship between the peoples of America and China; and with our limited resources, we

aim to meet some of the transitional needs of human resource development during China's modernization. China is making rapid progress, and its needs are constantly changing. ESEC will maintain a developmental perspective in our partnership with China. We consider it a privilege and honor indeed to be involved.

In closing, we wish to offer our sincere gratitude to all of the institutions and individuals that share our vision and have provided support and encouragement to ESEC. We cherish the partnership. ESEC has grown from and through this spirit of cooperation. Through these cooperative efforts, we have re-connected with our motherland, we have developed deep and abiding friendships with our Chinese partners, and we are affirmed in our hope for a China with many bright tomorrows. We look forward to the 21st century as together we pursue new horizons and continue to grow in friendship.





Addendum 1: Participating Schools of the ESEC Institute of English (IOE) Program

Baotou Iron and Steel Company (93,94,95,96,97,98,99,00,01)
Beijing Coal Mining Management College (86,87,88)
Beijing Diplomatic College (82,84)
Beijing Economic Development Corp. (81)
Beijing Forestry University (86,87,88,89,90,91,92,93)
Beijing Institute of Technology (85,86)
Beijing Medical College (81,82)
Beijing Petrochemical Management Personnel College (93,94,95,96,97,98,99,00,01)
Bohai Oil Corp. (84,85,86,87,88)
Bureau of Scientists & other Intellectuals (87)
Central South Forestry University (91,92)
Central South University of Technology (91)
Changchun College of Geology (83,84,85)
Changchun College of Optics and Fine Mechanics (86,87)
Chengdu College of Geology (86,87,88,89,90,91)
Chengdu Institute of Meteorology (88,89)
Chengdu University of Science & Technology (84,85,86,87,88,89,90,91,92)
China Institute of Mining Technology Graduate School (88)
China Medical University (87,88)
China National Petrochemical Corporation (85,86)
China University of Geoscience (85,86,87,88,89,90,91,92,93,94,95,96,97)

Chinese Academy of Sciences (84,85,86,87,88)
Chongqing Foreign Economics and Trade Bureau (85)
Chongqing Institute of Communications (92,93,94,95)
Chongqing Municipal Government (84)
East China Institute of Technology (88,90,91,92)
East China Petroleum Institute (88)
Foreign Expert Bureau (88,89)
Guangdong University of Foreign Studies (99,00,01)
**Dalang Campus (85,86,87,88,89,90,91,92,93,94,95,96,97,98)
**Foreign Language Campus (96,97,98)
Guangxi Economic Management Cadres College (87,88)
Guangxi University (87)
Guilin Institute of Electronics (87)



- Guilin Institute of Tourism (87,88)
 Hangzhou Institute of Commerce (91,92)
 Harbin Shipbuilding Institute (87)
 Hebei College of Geology (90,92)
 Huazhong Agricultural University (90)
 Huazhong University of Science & Technology (90,91)
 Jiangxi Institute of Finance & Economics (88,89,91,92,93)
 Jilin University of Technology (84,85,86)
 Lianyungang College of Chemical Technology (94,95,96,98,99,00,01)
 Nanjing College of Communication (93,94,95,96,97,99,00)
 Nanjing College of Navigational Engineering (91,92)
 Nanjing Forestry University (93)
 Nanjing University of Science & Technology (93,94,95,96,97,98,99,00)
 Southeast University (01)
 Nankai University (84)
 Norman Bethune University of Medical Science (85,86,88)
 Northeast Forestry University (86,87,88,89,90,91,92,93,94,95,96)
 Northeast University of Finance and Economics (90)
 Northern Jiaotong University (85)
 Northwest Institute of Politics & Law (87,88,89,90,91,92,93,94,95,96,97,98,99,00,01)
 People's University (84,85)
 Peking University (82,83,84,85,86,87,88,89,90,91,92,93,94,95,96,97)
 **Yuan Ming Yuan Campus (98,99,00,01)
 Qingdao University (90)
 Shandong University of Science & Technology (01)
 **Shandong Institute of Mining Technology (90,91,92,93,94,95,96,97,98,99,00)
 Shandong University of Technology (88,89,90,91,92,93,96,01)
 Shanghai Institute of Foreign Trade (86,87,88,89,90,91,92,93,94,95,96,97,98,99,00)
 Shanghai Institute of Science & Technology Management (87)
 Shanghai Jiaotong University (83,84,85,86,87,88,89,90,91,92,93,94,95,96,97,98,99,00,01)
 Shanda University (98,99,00,01)
 Shantou University (83,84)
 Shanxi Education College (87,88)
 Shanxi Electric Power Bureau (88)
 Shenyang Agricultural University (88,89)
 Shenyang University (90,93,94)
 Shenzhen University (84)
 Sichuan Institute of Foreign Language (86)
 South China Normal University (84,85,86)
 Southwest Institute of Political Science and Law (92)
 Suzhou Institute of Silk Textile Technology (92,93,94,95)
 Taiyuan University of Technology (85,86,87,88,89,90,91,92,93,94,95,96,97,98,99,00,01)



Tianjin Institute of Light Industry (88,89,90)
Tianjin Institute of Textile Science & Technology (90,91,92)
Tianjin Normal University (01)
**Tianjin Normal College (92,93,94,95,96,97,98,99,00)
Tianjin University (85,86,87,88,89,90,91,92,93,94,95,96,97)
Tianjin University of Technology (97)
Tianjin University of Finance & Economics (95,96,97,98,99,00,01)
**College of Finance & Economics (87,88,89,90,91,92,93,94)
Wuhan Academy of Sciences (83,84)
Wuhan Geological Management College (94,95,96)
Wuhan Institute of Textile Science & Technology (91)
Wuhan University of Technology (00)
**University of Water Transportation Engineering (87,88,89,90,91,92,93,94,95)
**Wuhan Transportation University (96,97,98,99)
Xian College Geology (92)
Xian Jiaotong University (87,88)
Xian United College (01)
Zhejiang Medical Bureau (82,83)
Zhejiang University (85)
Zhenjiang Shipbuilding College (90)
Zhenzhou University (85,86)
Zhongshan University (84)
Maanshan Iron and Steel Co. (01)

Addendum 2: Participating Schools of the ESEC Summer Institute of English (SIE) Program

Anhui Institute of Finance and Trade (94)
Baotou Iron & Steel Company (96,97,99,00,01)
Beijing Coal Mining Mgmt. College (88)
Beijing International Hotel & Tourism (96,97,98,99,00,01)
Changchun University of Earth Science (93,94,95)
Changning District Education Bureau (91,92,93,94)
Chang Jiang Gezhouba Engineering Education Bureau (93,94)
China Youth College for Political Science (98,99)
Electric Enterprises Association of China (92,93)
Gansu Educational College (88)
Guangdong Institute of Mang. for Finance & Trade Managers (01)
Guangdong Educational Service for International Student (96,97,98,99,00)
Haikou International Hotel & Tourism School (96)
14 Hangzhou Seminary (96,97,98)



Hebei Agrotechnical Teacher's College (91)
 Hebei College of Geology (92)
 Hefei University of Technology (87)
 Huai Bei Coal Mining Teacher's College (90)
 Huangpu Personnel Bureau (93,94)
 Hubei College of Education (90,91,92,93,94,95)
 Huzhou Silk Industry School (96,97,99,00)
 Jian Han University (88)
 Jiangxi Ganzhou Geologic Institute (90,91)
 Jilin Educational Institute (87,88,90)
 Liaoning Institute of Education (86,87,90)
 Luhe High School (01)
 Nanjing School of Foreign Language (86,87)
 Ningxia Education College (88,90,91,93)
 People's University Middle School (87,88)
 Shandong Institute of Building Materials (91,92,96)
 Shandong University of Science and Technology (01)
 Shanghai Institute of Science and Technology Management(88,90,91,92,93,94,01)
 Shanxi Educational College (90,91)
 Shiyan Educational College (96,97)
 Shiyan Teaching Research Institute (95)
 Teaching Research Institute of Shiyan City (94)
 Taiyuan University of Technology (98,99,00,01)
 Tangshan Teacher's College (91)
 Tianjin Institute of Education (90,91,92,93)
 Tianjin Institute of Light Industry (91,93)
 Tianjin International Business College (96,97,98,99,00,01)
 Tianjin Normal College (95,96,97,98,99,00,01)
 Tianjin University of Tech. (99,00,01)
 Wei Fang Educational Committee (91)
 Wuhan University of Technology (90,91,92,93,94)
 Yangjiang Education Commission (95)
 Yichang Educational College (92,93,94)
 Yunnan Educational College (87,88)
 Zhejiang Geological School (93,94,95)
 Zhongnan University of Finance & Economics (96,97,98,99,01)



Addendum 3: Participating Schools of the ESEC International Business Institute (IBI) Program

Anhui University of Finance and Economics (93,94,95,96,97,98,99,00,01)
Beijing Institute of Light Industry (88)
Beijing University of Chemical Technology (91,92,93,94,95,97,98,99,00,01)
Central South University of Finance and Economics (87)
Changchun College of Geology (90)
Changchun University of Earth Science (95)
Chengdu University of Science and Technology (87,89)
China University of Geoscience (90)
Nanjing University of Science and Technology (89, 91,92,94,96)
East China Shipbuilding Institute (91,92,93,94,96,97,98,99,00,01)
Electronic Industry Management College (88,89,90,91,92,93,94,95)
Guangdong University of Foreign Studies (86,87,88,89,90,91,92,94,95,96,97)
Hunan University (90,91,92,93,94)
Jiangsu Institute of Technology (90)
Jiangsu Polytechnic University
Jiangxi Institute of Finance and Economics (87,88,91)
Jilin College of Finance and Trade (88,90)
Jilin University of Technology (87,93,94,96,97,98,99)
Northeast Forestry University (91)
Northeast University of Finance and Economics (87,93,94,96,97,98,99)
Northwest Institute of Political Science (94)
Qingdao University (91,94)
Shandong College of Textile Engineering (91,93)
Shandong University of Technology (94)
Shanghai International Business Institute (90,91)
Shanghai Institute of Foreign Trade (87,90)
Shanghai Institute of Science and Technology Management (88)
Shanghai Jiaotong University (85,86,87)
Shenyang College of Finance and Economics (90)
Suzhou University (91,92,94,95,96,97,98,99,00,01)
Tianjin College of Finance and Economics (95)
Tianjin Foreign Studies University (86,87,88,89,90,91,94,95,96,97,98,99,00,01)
Tianjin Institute of Foreign Trade (89,90,91,92)
Tianjin Univ. of Finance and Economics (85,86,93,96,97,98,99)
Tianjin Institute of Technology (97,98,00,01)
Wuhan Institute of Technology (88,90)
Xian Jiaotong Institute (88)

Addendum 4: Participating Agencies of the ESEC Special Education for the Disabled Program

China Federation of the Disabled (95,96,97,98,99,00,01)

China Christian Council (90,91,92,00,01)

China Rehabilitation Research Center (01)

Nanjing Normal University (93,94,95,96,97,98,99,00,01)

Nanjing University (93)

Jiangxi University (89,90,91,92)

Tianjin Children Welfare Institute (94,95,97,98,99,00,01)





祝贺 ESEC 与 SBFE 友好合作 20 周年

徐振元

二十年前，余国良博士在美国成立了美中教育服务机构（ESEC），把服务中国社会，增进美中两国人民的了解和友谊作为该机构的宗旨。他满腔热情地往返于太平洋两岸，开始了促进美中两国文化教育交流的崇高事业。

不久，美中教育服务机构（ESEC）和中国国家外国专家局（SBFE）就架起了促进中美文化教育的交流和合作、增进中美人民的了解和友谊的桥梁。ESEC是改革开放以后进入中国最早的外国民间教育机构之一。SBFE是中国主管引进国外智力，加强中外文化教育、科学技术和人才交流的机构。二十年来ESEC和SBFE的友好合作取得了丰硕的果实，给我们留下了深刻的印象。

1. 不辞辛劳、不怕艰难：

余国良博士和ESEC的朋友们，尤其是ESEC派来中国的专家和教员，怀着对中国人民的友好感情，为了帮助中国培训各种急需的人才，增进中美两国人民的友谊，不远万里，不辞辛劳，坚持不懈，勤奋工作，付出了辛勤的汗水，结出了丰硕的果实。尤其可贵的是，ESEC甘愿在比较困难的地区和岗位上从事平凡的工作，不计名利，默默奉献。

2. 适应中国的国情和实际需要：

二十年来ESEC共向中国派出了2000多专家和教师，与中国200多个单位和部门进行了卓有成效的合作。他们根据中国的国情和实际需要，先后开办了各种培训班和专业教育课程：有中学和大学外语教师的培训班，为语言教学工作者开办了现代教学方法培训班，和中国大学合作开办了大量的英语专业和国际贸易专业教育课程，为中国培训了大批英语和国际贸易专业人才，并提高了中国的英语和国际贸易专业的教学水平。ESEC还联合中美两国的高等院校和有关机构开展高等教育评估活动，推动了中美高校之间的交流，促进了中国高等教育的改革和国际

化。为了适应中国发展市场经济和与国际接轨的需要，ESEC为中国的工厂企业和政府部门的管理人员开办了赴美考察培训班，还举办了全国外事干部英语培训班。为了帮助一些贫困地区早日脱贫，ESEC还帮助他们发展多种经营活动。ESEC对中国残疾人教育也特别关注，与中国大学联合编写残疾人教育的教材，并举办特殊教育师资培训班。ESEC不是一家学术研究机构，制定和选择项目比较灵活，在实际操作中ESEC一直配合中国国情和实际需要。根据我们与ESEC合作的经验，差不多每两年就有一个新的项目产生。

3. 严谨的态度、愉快的合作：

余国良博士和ESEC的朋友们热情友好，认真负责，开拓进取的工作精神深深地感动了我们。他们是我们请来的外国专家和教师，却能严格要求自己、克服种种困难，对工作精益求精，从而得到了中国师生的好评。余国良博士和ESEC的朋友们为增进中美友谊播下的种子，已经开出了绚丽的花朵，结出了累累硕果。

4. 工作仔细，系统性强：

ESEC 每做一个项目，都有详细的计划，先搞试点，然后推广。ESEC的教学方法给我们耳目一新的感觉。从教材、课堂环境、图书资料系统、情景训练、直到测试、跟进辅导和实务演练，无一不是精心设计，彼此呼应。ESEC对系统和方法非常重视，在这方面不惜投入大量资源。他们的经验是值得借鉴的。

5. 甘当友好的使者和友谊的桥梁

ESEC的专家和教员来自于大洋彼岸，却能充分尊重中国的道德观和价值观。尊重我们的风俗习惯和思维方式，与中国同事彼此信任，友好相处。他们



Mr. Ma, Director of the State Bureau of Foreign Experts,
presenting a commemorative banner to ESEC
外专局马俊如局长（右）赠送ESEC纪念锦旗

也能注意中西方文化的差异，在传播西方成功的教学方法的同时注意结合中国的实际、精心探索、取长补短、逐步推广、注重效果。ESEC是名副其实的友好的使者和友谊的桥梁。

ESEC的朋友们并不满足已取得的成果，还在根据中国的实际需要不断扩大合作领域，开辟新的合作项目，为中国的现代化建设和增进中美人民的友谊不断作出新的贡献。

ESEC与SBFE的友好合作已有二十年了。回顾过去我们都感到欣慰，展望未来我们更加充满信心。我们相信通过共同的努力我们必将取得更丰硕的成果，中美两国人民之间的友谊必将天长地久。

（作者系中国国家外国专家局副局长。在外专局的朋友中，他是与ESEC来往时间最长的一位。）

A Tribute to the Cooperation between SBFE and ESEC

By Mr. Xu Zhen-Yuan

October 1, 2001

(The author is the former Vice Director of the State Bureau of Foreign Experts. Of the various people at the Bureau, Mr. Xu has overseen the ESEC programs for the longest duration.)

Twenty years ago, Educational Services Exchange with China (ESEC) was established in the USA by Dr. Danny Yu with the objective of serving the Chinese people and promoting friendship between the USA and China. He traveled to both sides of the Pacific Ocean promoting educational exchange and ESEC ideals.

It wasn't long before the China State Bureau of Foreign Experts (SBFE) and ESEC entered into a working relationship, becoming a conduit for US-China educational activities. The SBFE represents the Chinese government as they coordinate all technical and educational relationships with the outside world. ESEC was one of

the earliest NGOs entering China. In partnership with the SBFE, ESEC programs have been placed in many Chinese universities and educational institutions. After 20 years of working with ESEC, we at SBFE have been impressed by five outstanding features of ESEC:

ESEC comes to China with a willingness to face challenge:

Dr. Yu and the ESEC teachers have embraced the Chinese people with a special affection. They travel a great distance just to assist China with the training needs of her teachers and professionals. Their hard work with persistence has been fruitful. I especially appreciate ESEC's attitude to serve in the lowest positions without need of special recognition.

ESEC comes to China with a willingness to adapt and to meet practical needs:

In 20 years ESEC has sent about 2000 teachers and experts to over 200 Chinese universities and institutes to implement various exchange and training activities. The outcome has been notable. ESEC has designed many training programs and curriculum materials. There are English classes for the high school and university faculty, teaching methodology classes for language trainers, and international business institutes for trade professionals. ESEC has also engaged with the Chinese higher education institutions in the area of Higher Education Evaluation. Now ESEC moves in the new direction of Internationalization for Higher Education. In conjunc-

tion with China's entry into WTO, ESEC has provided an overseas training program for company executives and governmental officials. ESEC is also engaged in projects to empower impoverished regions. Special education for the disabled is another important focus of ESEC. By publishing textbooks and research materials, and providing teacher training programs, the cause of disabled persons is advanced in China. ESEC is a unique organization. It is not a research agency, and does not have its own academic agenda. ESEC exists to accommodate the evolving needs of Chinese society. ESEC has, on average, started a new program every two years during its existence.



ESEC and the State Bureau of Foreign Experts celebrating a decade of partnership
国家外国专家局与ESEC合作十周年庆祝



ESEC comes to China with an attitude of cooperation and joy:

ESEC teachers are warm and engaging. They are also conscientious in abiding with the rules and regulations of the host institutions. They are responsible, giving their best to the students and overcoming the challenges of the Chinese teaching environment. The teachers work in close cooperation with the Chinese administrators, and together they provide high quality instruction. ESEC programs have gained much acclaim in China. Participating institutions are very appreciative of the positive attitude of the ESEC work staff. ESEC has sown the seeds of China-US partnership. The service of ESEC is bearing many fruits.

ESEC comes to China with systematic methods in training and management:

The development of new program curriculum reveals ESEC's commitment to quality. ESEC utilizes a well-designed method to create new training programs. In addition to the syllabus content, detailed instruction for program administrators is provided. ESEC extensively tests new curriculum through pilot projects, where all aspects of the design can be assessed, and needed change can be implemented. We are very impressed with the way ESEC has integrated the various factors in a training program. These factors include; curriculum materials, classroom setting, library information system, language environment, diagnostic testing, tutorial and

practicum. We recognize that ESEC has invested a lot of manpower and resources in the pilot testing of a training program design. Our students have greatly benefited from the ESEC integrated curriculum.

ESEC comes to China as the bridge of friendship:

ESEC teachers come from a Western culture. But they have proven that they have high respect for Chinese values and morality. They are interested in our customs and are inquisitive of the habits of the Orient. Living in China, ESEC teachers have gained the trust and friendship of the Chinese students and staff. Furthermore, the ESEC teachers in the teaching programs have successfully introduced advanced methodologies, and have also successfully integrated these methodologies with Chinese learning habits and practical needs. The ESEC approach often employs the best ideas from each culture. ESEC is indeed a bridge for cross-cultural understanding.

We are pleased to see that ESEC is constantly evolving, not resting on the laurels of yesterday's success. We look forward to the creativity and ideas generated by the new programs of ESEC. ESEC and SBFE have been partners for almost twenty years, and we are proud of the accomplishments. We have great confidence that our future with ESEC will continue to bring excellent results and a strong friendship between our two peoples.





廿载志庆

夏自强

二十年过去了，美中教育服务机构在中国开拓发展了二十年。这成功的二十年是值得庆贺志喜的。

二十年前，正当中美关系逐步解冻，改革开放的春风吹拂祖国大地的时候，我们在北大迎来了最早的一批美国华裔人士访问团。作领队的是我燕京的老同学陈翎先生。美中教育服务机构（ESEC）总裁余国良博士是成员之一。多年的隔绝有说不完的话，大家更兴奋于中美关系今后的发展。他们都急于干些实事，为祖国效力。陈翎学长和余博士并不忙于经贸方面的合作，而关注文教事业的要求，问我们最为需要的是什么。当时，向美国派遣留学生的谈判正在进行。代表政府参与此事的周培源校长，又刚率北大代表团对美国进行了首次访问。大陆（北大也如此）继续派出一批访问学者和研究生出国深造，使得多年的闭关，尤其是“文化大革命”造成的破坏，得以消弭并迅速赶上世界前进的步伐。派遣留学人员涉及方面很多，一个突出的“拦路虎”就是通过培训在短期内高效地提高英语水平。为了适应形势，余博士在美国刚组成了美中教育服务机构（ESEC）。这个新成立的机构首先就抓住了英语培训。他们在1981年先为北京医学院和北京市经委各举办了一期培训班。接着1982年特来北大于秋季正式开班，以解燃眉之急。北大则成为美中教育服务机构在中国的第一个固定英语培训点。由此，一开也就是二十年了。

经过紧张的协商，双方签订了正式协议。学校要我负责此项工作。双方的协议是：由美方提供教师、教材和必要的设备，我方提供教室，教师住宿和必要的生活费。那年8月，我们到机场迎来了余博士带领的第一批教师。惊喜的是，美方常驻北大的负责人墨非先生带着他的夫人，还有他们刚出生的孩子来华任教。这孩子不知是不是年纪最小的美国友人。他们不远万里飞行来到中国，由此可见他们的热诚。美中教育服务机构的教师都是通过招聘选拔，经过短期准备，自愿来华任教的。他们年龄较轻，学历不

算高，待遇也不高。然而他们年轻、活跃、具有服务精神，容易和学员打成一片，在工作、生活条件都还简单的情况下，上了“第一课”。他们彼此协作，相互配合，具有很强的团队精神。此后，随着工作的开展，教师不断轮换，一批走了，一批又进来，一批批教师在北大留下了足迹和身影，洒下了汗水，付出了辛劳。在北大的教学经历则令他们难忘，使他们成为中国人民的好朋友。作为“学员”主要是北大的中、青年教师，他们有较强的业务基础，然而英语水平不高。由于大家所共知的长期受“一边倒”政策影响，不重视英语学习，即使有些人英语有点基础，也只是能“看（阅读）”，“听”、“说”能力很差。那时，在中国学习英语的热情很高，但毕竟刚起步。像美中教育服务机构新开设的学习班能够集中时间、提供环境、系统训练、方法得当却是不多的，从而使被培训教师得益匪浅。

具体办法是，每期学习班时间为一学期，按事先测试的程度分为三个等级（A、B、C三个班）。这个班次不是固定的，在中途依成绩可以变换。三个班的要求，进度也就不同，体现了因材施教。一般上午上课，下午自习，辅导，注重个别辅导。课程也有不同类型，如口语、听力、分析、作文等。美中教育服务机构备有自己的教材，还有录音机、投影仪、图书等设备。每个班有固定的教室，一个班一般十五人左右，不超过二十人。根据情况，还经常开展课外活动，如郊游、聚会、表演等，以增多语言交流的机会。同时，明确规定，进入学习班，只能说英语，形成特殊的语言环境。由于针对性强，又是小班教学，“学员”们英语水平提高很快，为他们进一步学习打下良好的基础。至今很多人念念不忘。如此，一期一期培训，二十年来一直坚持下来，双方合作很好，这对北大中青年教师提高无疑起了十分重要的作用。

随着事业的发展，美中教育服务机构在全国各地相继派出了许多服务小组。据统计，涉及二百个单位，工作内容从英语培训也扩大到其他许多领域，

包括暑期英语培训班、现代教学方法培训班、国际商务培训班、赴美考察培训项目、医疗教育、发展贫困地区经济、高等教育评估、残疾人的教育和职业培训计划以及其他。服务的范围越来越广，收益的单位和人也越来越多。特别值得提出的是，随着祖国西部大开发的号角，美中教育服务机构的工作日渐走向西部。

在北京大学，美中教育服务机构的工作内容也在不断拓展。过去主要以培训教师为主，后来逐步面向学生。自1995年起，在北大设立了英语学习优秀奖，奖励那些非英语专业的英语学习优秀学生，每年约有20-30人获奖。1997年为宗教学系的研究设立奖学金。1998年适逢北京大学百年校庆，ESEC投资改建学校南门以致祝贺，希望它能成为双方友好合作的历史和未来的见证。据专家分析，在我国大学外语教学中，对学生的口语训练比较薄弱，原因之一是缺乏足够的外籍教师。ESEC从2001年开始，准备与北大合作开发计算机辅助英语教学，在美国选择合适的原文软件，研究试验相应的课外外相配合的教学模式，其目标是普遍提高全体本科生的口语能力。总之，二十年来，北大与美中教育服务

机构的合作从未间断，自成为第一个在华的固定合作单位，美中教育服务机构在北大不断根据情况，适应变化，使工作加以发展。二十年来，人员虽在不断变化，可事业和情谊却延续不断。

谈起这些工作和情谊，不能不感谢余国良先生。作为美中教育服务机构的总裁，余国良先生是十分辛劳的。他二十多年来不断奔波于中美之间，奔波于祖国大陆各地。二十年的风霜已使他进入中年，可他仍然精神抖擞，干劲十足。每次相见，他都兴致勃勃，平易近人，礼貌周到，安排紧凑。有一度，他因劳累，以致腰部有伤，可他依然到处奔走，忙于处理各种事务。我总在想，是什么信念推动着他们不断克服困难，不断进取，从他们机构的名称上，我领悟到闪烁着“服务”二字。余博士是位虔诚的基督徒，正是基督徒的服务精神推动着他们。余博士又十分注意学习。他每次来大陆总要买很多书。不断学习的精神使他得到力量。他热爱祖国，热爱故土的人民，爱国主义精神永远鼓舞他们前进。

值此二十周年纪念之际，特此致贺。

(作者原任北大社会科学处处长，国家教委高教司副司长，是ESEC在华最早的合作和支持者)



A new South Gate, ESEC's gift for Peking University's 100th Anniversary
98年北京大学百年校庆ESEC出资修缮北大南门以志庆贺



Peking University and ESEC

By Mr. Xia Zi-Qiang

(The author is the former Director of Social Science Department of Peking University; former Vice Director of the Department of Higher Education, State Education Commission; an initial partner in support of ESEC in China.)

Educational Services Exchange with China (ESEC) has been developing program services in China for twenty years. On the 20th Anniversary we have many things to commemorate and celebrate. In honor of the celebration, I offer this tribute.

Twenty years ago the relationship between China and the US changed with the "Opening and Reform Policy" of the Chinese government. In 1981 we welcomed the first group of Chinese-American visitors from the United States to Peking University. The leader of this US delegation was Mr. Ling Chen, a good friend from my college days, and Dr. Danny Yu, the President of ESEC. There was an energy and excitement that made us eager to put legs to our ideas and produce tangible efforts that would serve society. Mr. Chen and Dr. Yu were concerned with the cultural and educational development in China and sought to identify our most pressing needs in these areas, rather than pursue commercial interests.

At Peking University, there was an urgent need to create a foreign exchange program for scholars and graduate students. The efforts of Prof. Pei-Yuan Zhou, President of Peking University, met with several roadblocks as he prepared to send people abroad, the most obvious obstacle being the language barrier. We needed to improve the English ability of our candidates through effective training in a very short time. In order to meet the English needs of China, Dr. Yu established ESEC to enable the faculty/student exchange initiative which was handicapped by the lack of English training due to the Cultural Revolution. ESEC launched the English lan-

guage-training program in 1981, and it offered courses for the Beijing Medical University and the Beijing Municipal Economic Commission respectively. In the fall of 1982, Peking University introduced ESEC and the new Institute of English (IOE). This was the beginning of a successful cooperation between Peking University and ESEC that still flourishes some 20 years later.

The early days were filled with anticipation as we hurried through negotiations that would initiate the IOE program at Peking University. I was appointed by the University as the school's representative for the IOE program. ESEC would provide teachers, textbooks and necessary equipment, while the school provided classrooms, housing and necessary living subsidies. In August 1982 the first team of American teachers, led by Dr. Yu, arrived at Peking University. They were passionate and willing to travel thousands of miles to teach in China. Mr. Murphy, a member of the teaching team, was accompanied by his wife and infant son, who may have been the youngest American friend we had in China at the time.

ESEC provided a well-designed teacher recruitment and selection process, coupled with a highly effective and intensive teacher development program that equipped the North American teachers with the tools they needed for success in the classroom. The teachers were willing to work for meager wages with an obvious commitment to service. Their energy, youthfulness and display of teamwork quickly engaged the students and created many lasting friendships. With tireless efforts, the first ESEC teachers paved the way for the many volunteers that were yet to come.

The Chinese trainees at Peking University were primarily middle-aged or young teachers, experts in their professional fields, but limited in their English abilities. Prior to this time, the isolation policy of China did not



"Excellence in English Study" Award Ceremony established at Peking University by ESEC to encourage non-English majors to better their English skills
为鼓励非英语专业学生的英语学习，ESEC在北大设立英语优秀奖

encourage the study of English. Listening and speaking skills were nearly non-existent. ESEC was the first course of this kind in China.

ESEC combined an intensive class schedule, total immersion language environment, and systematic training with its methodology. The trainees made exceptional strides in their ability to speak English through completion of the IOE program. The ESEC training program was one semester long. It began with diagnostic testing that would determine the division of students by appropriate competency track. This allowed a student to learn in the best possible environment and to be tutored with respect to their need. Progressive methodology with clear training targets, small class size, and the "English Only" rule were fundamental to the success of the program and created a firm foundation for more advanced learning of English. For twenty years we have continued this program without interruption. Our cooperation with ESEC has been mutually rewarding and has made a substantial contribution to this university.

ESEC grew rapidly in China and now many ESEC teams are sent to a variety of locations. Records indicate that ESEC has partnered with 200 Chinese institutions. The scope of ESEC has broadened as needs are presented. The programs now include Summer Institute of English (SIE), Institutes of Teaching Methodology (ITM), International Business Institute (IBI), Over-

seas Training Programs (OTP), Medical Education (ME), Economic Development for Impoverished Regions (EDIR), Higher Education Evaluation (HEE), Education and Rehabilitation for the Disabled (ERD), and others. It is important to note that concurrent with the State initiative to develop the Western frontiers of China, ESEC is expanding its services to the Western region as well. ESEC currently offers to Peking University students a variety of scholarships. In 1995, ESEC initiated the "Peking University-ESEC Award for Excellence in English Study", given annually to 30 students who are non-English majors that have excelled in English. In 1997, ESEC established a scholarship for graduate students in the Department of Religious Studies. In 1998, to commemorate the university's 100th anniversary, ESEC renovated the South Gate of Peking University.

The experts and statistics concur that China in the 21st century is still in need of more English language-training programs. This deficit is directly related to the shortage of foreign teachers. Consequently, ESEC is cooperating with Peking University in the development of a Computer-Assisted Language Program (CALP). This endeavor will include the selection, appropriate research, and development of compatible teaching models for use in computer-assisted language labs. This will afford the entire student population of Peking University to acquire oral English skills without regard for limited access to foreign teachers.

Despite the inevitable personnel changes over a twenty year period, ESEC and Peking University have worked together to maintain a cooperative relationship. This friendship and mutual commitment is a stellar accomplishment. As the first permanent foreign-based cooperative entity in China, ESEC has remained true to its trail-blazing roots with progressive thinking and methods, as they continue to expand their work and tailor programs in response to the changing needs of China.

As I reflect on our work and friendship, I must take a moment to personally thank Dr. Yu. I have great respect for his work ethic. I have closely observed his exhaustive travel and work schedule; as it has ushered him into middle age, still his energy and enthusiasm remain. Each

(Continued on page 61)



激发北大学生英语学习取得优异成绩

北京大学 安美华

在过去八年中，每年北京大学约有40名学生荣获ESEC颁发的一种特殊的奖学金——ESEC英语学习优秀奖。这是迄今中国国内唯一的、由一家美国教育机构为大学英语课程提供的奖学金。

此项奖学金的获得者是来自北京大学各院系的本科生。他们都是英语的热情阅读者，勇敢的会话者和勤劳的习作者。他们对英语学习有着浓厚的兴趣，并通过学习英语开拓了视野。他们在全国大学英语四级和六级考试中取得了优异成绩，有的学生获得了满分。他们成功的关键在于勤奋。

ESEC英语学习优秀奖对于获奖者是一种宝贵的认可和荣誉，而对于其他同学来说，则是一种极大的鼓励。所有北大学生都在奋发努力，争取在英语学习中取得优异成绩。

值此ESEC成立二十周年之际，北京大学大学英语教研室全体教师与学生谨向ESEC致以最热烈的祝贺，并衷心希望北京大学大学英语教研室与ESEC的密切合作更加发展。

(作者是北京大学英语系教授，原英语系副主任)

Motivating Bei Da Students towards Excellence in English

By Ms. An Mei-hua

(The author is Professor of Peking University, and former Vice Dean of the English Department)

For the past eight years, approximately forty Peking University students annually have received a special scholarship offered by ESEC for their excellence in English. This ESEC scholarship is currently the only scholarship that is offered by an American educational agency for college English course-work in China.

The recipients of the scholarships have been from different departments of Peking University. They have been eager readers, brave speakers, and diligent writers of English. They have shown great interest in studying English and through it have expanded their mind and their world. They all scored high on China's National College English Test Band 4 and Band 6, with many earning a perfect score. Hard work was the key to their success.

The ESEC Scholarship for Excellence in English has been a recognition and honor for its recipients and it has been an encouragement to many other students as well. Because of the ESEC scholarships, all students have endeavored to strive harder than others think is possible in their pursuit of excellence.

On the occasion of the twentieth anniversary of the founding of ESEC, the teachers and students of the College English Section of Peking University extend their warmest congratulations to ESEC, and sincerely hope the close cooperation between the College English Section of Peking University and ESEC will be further expanded.



在华生活回忆

墨菲夫妇

首先，玛利安·墨菲夫人 (Marian Murphy) 回忆：

我和丈夫史考特 (Scott) 是在 William Carey 大学读研究生的时候认识的。我们临来中国的一个月前刚刚结婚。这时 ESEC 成立不久，我们是 ESEC 派到中国最早的一批教员。婚后的一个月里我们忙着为去中国任教作最后一刻的准备。结果我们比其他教师提前几天启程去中国，这样还有机会在授课开始前度过一个短短的蜜月。

我们非常喜欢逛城市、坐公共汽车和观光。中国人非常友好。1981 年的时候，在中国的外国人还不多见，所以我走在街上的时候很多人都盯着我看，也许是因为我金发碧眼的缘故。我到中国第一年就怀了孕。在北京时我常常进出医院，得到了非常好的照顾。我们的大儿子丹尼尔 (Daniel) 出生前两周才回到德克萨斯州过夏天。

在德克萨斯过完夏天以后，我们带着三个月大的孩子回到中国，住进了北京大学。那年我没有教书，所以可以全时间照顾丹尼尔。北大的邻居非常友好，很愿意帮助人，也很喜欢丹尼尔。他长着大大的蓝眼睛和金黄色的头发。我们的学生管丹尼尔叫小虎。丹尼尔有许多中国的叔叔阿姨，他们都喜欢抱他，逗他。和许多婴儿一样，丹尼尔最早讲出的话是“妈妈”和“爸爸”，然后就是中国话“阿姨”。

北大的校园非常美丽，我和丹尼尔 很多次在那里散步，这些经历实在让人难忘。许多人在我们散步的时候过来同我们讲话。有些人给我一些照顾小孩的建议，比如冬天时应该给孩子多加几层衣服。我房间里有一个电热炉和一台冰箱。有时我用电热炉煮牛肉菜汤。我甚至学会把盘子放在电热炉上蒸巧克力饼干。我们常常晚上在我和一起来的美国教师，以及中国学生一起玩扑克牌，一起吃蒸过的巧克力饼干。有时我们也从自由市场上买来可口的红薯给丹尼尔做他最喜欢的婴儿餐。

当我回想那段日子，心里充满感激。我们在北京

度过了许多充满乐趣的时光，受到了极好的招待。我们在中国观光旅游、看京剧（尤其是孙悟空的戏）、看马戏、看足球、游紫禁城和长城、游上海、广东、桂林、漓江、吃北京烤鸭，还有很多很多其他的难忘经历。最愉快的是去一些中国人家中作客，与他们的家人见面，品尝可口的家常饭菜。夏先生、马先生和老邓对我们帮助很大，他们也请我们去家中作客。

史考特·墨菲先生 (Scott Murphy) 回忆：

和我的妻子一样，生活在中国的那两年给我留下了很美好的回忆。但给我印象最深的经历就是认识冯先生。他原是我的学生，亦成了我们的好朋友。他与我的其他学生一样，学习非常刻苦，甚至会要求额外的作业。他积极参加课堂讨论，积极提问，这恰恰是我们希望学生做的。他的英语口语和理解能力提高得很快。

冯先生好几次邀请我去家里吃饭。他和他的妻子作了很多可口的饭菜招待我们。好象他们做的每一道菜都有很特别的名字。甚至我们吃饱了，他们还一再劝我们继续吃。能认识他的妻子和孩子实在是我们特别的荣幸。

我和冯先生一直保持着联系。我们的孩子都已经长大了。每次他来美国访问都会和我联系。有好几次他来看我们，就住在我们家里。我们在中国的时候受到他很好的招待。实在高兴能在美国招待他，报答他当初的那份情谊。

我们在中国的两年中最值得怀念的就是我们所认识的人。我已有二十年没有去过中国了，但我希望能去。我有四个孩子，最大的十九岁，最小的才十一岁。我们很希望他们也能经历我们夫妇在中国那样的经历，认识那些很好的人。也许我们很快就会再有机会去中国。我们真的这样希望。

(作者墨菲 Murphy 夫妇曾于 1981—1983 年间在中国北京教授英语。现为美国 Global Connection 公司总裁，全家定居在德克萨斯州达拉斯市。)



An ESEC Experience of China

By Scott and Marion Murphy

(Scott & Marion Murphy taught English in China from 1981-1983. They now reside in Dallas, Texas, where Scott manages his own company, Global Connection)

Marion speaks first:

Scott and I met in graduate school at William Carey University and got married one month before leaving for China. During that month after the wedding, we were making the last minute preparations for living and teaching in China. We left for Beijing a few days before the rest of the team of teachers so we could have a brief honeymoon there before we started classes.

We loved exploring the city, riding the bus, and sightseeing. The people were so friendly. There weren't a lot of foreigners there in 1981, so I got lots of stares being a blue-eyed blonde. We got pregnant that first year in China and I had excellent pre-natal care at a hospital in Beijing. We arrived back in Texas for the summer just 2 weeks before the birth of our first child, Daniel.

After the summer in Texas, we headed back to China with a three-month old baby and settled in at Peking University. I didn't teach that year so I could take care of Daniel. The people at the University were so friendly and helpful and they loved Daniel. Our students nicknamed him "Xiao Hu" which is translated "Little Tiger." He had huge blue eyes and blonde hair. Daniel had lots of Chinese aunts and uncles who would hold him and give him attention. His first words were the usual, "MaMa" and "DaDa" and then the Chinese "Ah Yi"!!

The campus at Peking University was so beautiful and I took many memorable walks there with Daniel. Untold number of people would come up to talk. Some also gave me parenting advice, like how the baby needed more layers of clothes on in the wintertime. We had a hot plate and a refrigerator in our room and I would sometimes cook vegetable beef soup and even figured out how

to steam chocolate chip cookies in a pan on the hot plate. We would play cards in the evenings with some of our team members and students and eat steamed cookies. I would also buy delicious sweet potatoes in the open market and make baby food for Daniel. That was his favorite!

As I reflect back on our time in Beijing, I am so thankful for the privilege we had of being there. We had so many fun times and were entertained so royally. I loved the many sightseeing tours, the Chinese opera (especially Monkey King); the circus and the acrobats; the soccer games, the Forbidden City and the Great Wall; Shanghai, Canton, Guilin and the Li River; the Beijing Roast Duck Restaurant and on and on. However, some of my fondest memories were going to people's homes for delicious home cooking and meeting their families. Mr. Xia, Mr. Ma and Lao Deng were so helpful and also entertained us at their homes.

Now Scott shares:

I have all the same fond memories my wife had of our 2 years in China. But one experience in China sticks in my mind as being very special. It was meeting and getting to know Mr. Feng. He was one of our students, but we also became good friends. He, like all of our students, studied so hard, even asking us to give them more homework than we already were giving. He would participate in class discussions and ask questions, which is what we teachers wanted our students to do. That really helped him make good progress in his ability to speak and understand English.

Mr. Feng invited us over to his home for meals several times. He and his wife cooked so much good food for us. It seemed like each dish we tasted had a special name. And even when we were full, they encouraged us to keep eating. Meeting his wife and children was a spe-



cial blessing to us as well.

Mr. Feng and I have stayed in touch over the years. We have seen our children grow up. Fortunately when he got opportunities to visit the United States, he would contact me. Several times he was able to come visit us and stay in our home. Since he had been such a gracious host to us in China, it was very rewarding to be able to return the favor to him in America.

The highlight of our two years in China was definitely the people we met. We have not been back to China for 20 years now, but we want to return. Our four children now range from ages 11 to 19, and we would love for them to experience the delightful people of China as we did. Maybe the right opportunity for us to return to China will come soon. We hope so.



Mr. & Mrs. Murphy, the first ESEC teachers serving in China

作者Murphy夫妇为ESEC首批教员队伍成员



Daniel Murphy, the youngest ESEC member, yet the most welcomed. He came to China when he was three months old.

Daniel 是最年轻的ESEC成员,出生后的三个月即随父母亲(作者)赴华任教



Daniel is now a freshman at Greenville College
Daniel 现今是美国 Greenville 大学一年级学生

往时寄语

1984年,我当时在教育部外事司负责外籍教师的聘请工作,有机会认识了那时在北京学习外语,并协助美中教育服务机构对华开展教育交流项目的麦克·布热津斯基先生。与担任ESEC总裁的余国良先生经常游走中美两国不同的是,麦克则身居北京,用他那尚不熟练的汉语交友国内有关教育机构。

80年代初的中国急需大量能用英语进行交流的人才。ESEC即以北京大学为基地,聘请北美教师开展英语强化培训项目。为满足我国当时对中学英语教师的迫切需要,余国良先生不失时机地又与教育部接触,开始了历时15年的暑期教师培训合作,也建立了我与ESEC各位同仁的个人友谊。

星移斗转,我于1985年底调到中国国际教育交流协会,得以在更大范围,以更灵活的方式开展教育国际交流活动。ESEC的项目负责人也随着麦克的离去换了一茬又一茬。玛萨、佩瑞夫妇、凯伦、苏珊,他们虽然年龄不同,性格各异,但他们对工作的执着和平易近人地待人接物,给我留下了深刻的印象,不断完善着我对事业和人生的信念。人说:活到老学到老。这就是我对它的诠释。

时值美中教育服务机构成立20周年之际,欣闻余先生隔洋电话之命提笔书往,愿藉此文遥祝中美两国的教育交流姹紫灿烂,友情地久天长。

曹思平于挪威奥斯陆

2001年10月7日

(作者系中国国际教育交流协会前项目官员,现任中国驻挪威大使馆教育参赞)



A Reflection on the ESEC Summer Institute of English

By Mr. Cao Si-Ping

(The author is the former Program Officer of China Education Association for International Exchange, and now serves as the Education Attaché of the Chinese Embassy in Norway)

In 1984, I was working in the Foreign Affairs Office of the Ministry of Education, where I was responsible for hiring foreign teachers. I had the occasion to get to know Mr. Mike Brezinski, Program Officer of ESEC. While Dr. Yu, President of ESEC, traveled frequently between China and the US, Mr. Brezinski remained in Beijing, and sought to improve his Mandarin along with his ESEC duties. I remember fondly Mr. Brezinski's attempts to conduct business on behalf of ESEC using his broken Chinese.

In the 1980s, the need for English speakers escalated rapidly as China increased her exchange activities. It was at this time that ESEC cooperated with Peking University and established an intensive English training program. Dr. Yu also made a timely contact with the Ministry of Education and fostered a partnership that would further implement English training programs in China for high school English teachers. Herein began the Summer Institute of English and a cooperative effort that has now lasted for 15 years. This partnership has also given me the opportunity to build many lasting friendships with the people of ESEC.

In 1985, I was appointed the Program Officer of the China Education Association of International Exchange (CEAIE). This arrangement brought growth to the ESEC

programs and additional flexibility to meet the English training needs of our educational institutions. As I reflect on all we have done together, I marvel at how much has been accomplished. Just as time has come and gone, so have many ESEC program officers. Mike Brezinski was followed by Marti Stitem, then Ken & Garie Perry, Karen Purcell and Suzanne Lee. Though each one was quite different from the next, all made a lasting impression on me. All of these leaders were dedicated to their work and gracious to others. These individuals have affirmed my philosophy of education, career calling and life.

As I write, the ESEC 20th anniversary celebration quickly approaches. I must admit that I was very happy when Dr. Yu phoned me in Norway to ask for my reflections. I am delighted to participate in the ESEC celebration in this way. I offer my blessing to the future relationship of the education institutions of both China and the USA. Long live our friendship.

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内的国际商务。从而积累了第一手与西方公司进行业务往来的经验。这些收获都与 ESEC 总裁余国良博士卓有成效的工作分不开。在过去几年中,中石化培养的 MBA 学员大多数都曾参加过由 ESEC 的英语口语强化培训及 ESEC 组织的赴美培训活动。现在大部分学员都工作中石化企业的中层领导岗位,为数不少的人还工作在高层领导岗位。这一切都与 ESEC 的成功培训有着不可分割的关系。

在此,我们十分感谢 ESEC 为中石化所做的贡献,祝 ESEC 在中国的事业更加繁荣昌盛,祝石化管理干部学院与 ESEC 的合作更好。

二〇〇一年十月



立足中国,服务石化

—— 庆祝ESEC在华服务廿年

石油化工管理干部学院

今年是美国美中教育服务机构(ESEC)来华服务二十周年,石化管理干部学院与ESEC的友好合作关系也近八年,这是一个值得纪念的时刻。我们对ESEC在二十年中取得的卓著业绩表示祝贺,对于ESEC在中石化人才培养中所做的工作表示衷心感谢。回顾过去几年,中石化与ESEC的合作从小到大,由单一的语言教学发展到赴美培训,我们的交流与合作逐步趋向成熟,走向深入。今天,ESEC已经成为石化管理干部学院可信赖的国际合作伙伴之一。

一九九三年,随着中石化以培养“跨世纪高级管理人才”为主要内容的“4521”人才培养工程的全面展开,聘请外国文教专家来院任教已成为当时的紧迫任务。在国家外专局的推荐下,我们与ESEC经过三个月紧张的谈判与准备后,当年九月二日夜,以查尔斯·亚当(爱成思)先生为领队的第一批ESEC英语教师四人抵达北京,它标志着ESEC培训开始走入中国特大型现代化国有企业。

合作初期,ESEC在中石化的业务主要是强化英语培训。每学年ESEC在我院举办两期(每期四个半月)英语口语强化班,学员全部来自中石化全国各地的企业,其中一部分是各企业从事外事外贸工作人员,另一部分是我院与大连理工大学合作培养的MBA学员(在国外称Executive MBA)。在MBA学员进行学分课程学习前,将他们全部交给ESEC进行一个学期的英语强化培训,以培养他们良好的英语交际能力。这种培训方式一直延续至今。到目前为止,已经有24名ESEC教师在我院工作过,累计培训了48批学员,约780多人。

ESEC英语口语强化项目的成功的设计与教师的敬业精神保证了培训的圆满成功。为了适应中国市场的需要,ESEC还十分注意不断改进他们的英语项目,从1998年开始,ESEC将商务知识融入强化英语项目,使培训更具有竞争力,也更能满足中石化培养外向型人才的需要。

在成功地进行英语培训的基础上,一九九四年底,我院开始与ESEC进行赴美培训的探索。培训形式包括短期培训与将学员送到美国公司进行较长时间的实习。在过去的几年中,ESEC承办中石化各种培训团组20个,受训人数达400余人。

在我们与ESEC合作中,MBA学员赴美国公司实习是另一个闪光点。由于对中国的了解不够以及企业利益所致,很少有美国企业欢迎来自中国的企业管理人员到他们的公司实习。很多年来,中石化希望派人赴美国公司实习的愿望一直也未能实现。对于我们提出的赴美实习的设想,ESEC总裁——余国良博士予以了充分的理解和积极的支持,经过耐心细致的工作,终于说服一批美国公司同意接待我们的MBA学员实习。在大量的调查研究的基础上,经过双方反复磋商,余国良博士提出一份详尽的实习计划书。

按照这一计划,接受实习学员的美国公司指定一个部门经理作为学员的实习指导,学员按照制订好的实习计划以见习经理的身份在美国公司内工作。公司方每个月给学员一个小结,实习结束时给学员一份实习情况鉴定。实习的内容与企业管理与经营有关,限定事务性工作不能超过总工作量的30%,不能进行类似翻译或者导游方面的工作。考虑到实习这种形式在理论培训方面的不足,大部分美国公司都安排了每周一次的业务讲座。讲座由业务经理依据美国市场经济的情况和公司运作具体内容来进行,内容也多以公司业务实务为主。

过去几年中学员们的实习公司行业不同,大小不一,涉及了证券、制药、金融、石化、运输、贸易、法律、猎头等行业。如默克沙东(制药)、IPE(纽约石油交易所)、Arthur Anderson(金融咨询)、Smith Barney(企业管理咨询)、Heckney(国际运输)、远东银行、富利卡(加油站管理公司)、洛杉矶展览中心。学员们从另一个角度了解到西方人是如何与中国进行业务往来、如何从事包括中国业务在

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ESEC's Overseas Training Program

Sinopec Management Institute

For the past eight years, Educational Services Exchange with China (ESEC) has partnered with Sinopec Management Institute (SPMI) in a variety of training programs. In celebration of ESEC's twentieth anniversary of serving in China, SPMI would like to extend our congratulations to ESEC for its outstanding achievements in China, and our sincere gratitude for its excellent work in training Sinopec's employees. We are glad to see ESEC and SPMI have jointly developed projects from English language training in China to managerial training in the United States. The communication and exchange between the two parties has greatly deepened. ESEC is one of SPMI's most reliable international partners.

In 1993, Sinopec implemented "4521", a human resources development program focusing primarily on fostering "cross millennium senior managers". Inviting international experts to teach in SPMI became an urgent task. With the assistance from the State Administration of Foreign Experts Affairs, ESEC and SPMI began talks about the possibility of cooperation. After three months of meetings and busy preparation, on the night of September 2, the first four English teachers led by Mr. Charles Adam arrived in Beijing. This symbolized the entry of ESEC training into the large state-owned enterprises of modern China.

At first, ESEC concentrated on intensive English training. Each year it ran two sessions of English speaking classes for SINOPEC'S staff, from SINOPEC's head office to subsidiary companies throughout China. Most ESEC teachers dealt with international trade and EMBA candidates, who were educated collaboratively by Dalian Tech and SPMI. This training module is still in existence today. A total of twenty-four ESEC teachers have taught forty-eight sessions, impacting approximately 780 students.

Both the scientific design and the teachers' hard work guaranteed success to the Intensive English Training Project. ESEC continually improves its English training to meet the changing market in China. Since 1996, ESEC has made its language projects even more attractive by integrating business knowledge, meeting Sinopec's growing demand for skills in international business.

After several years of successful English training, in 1999, ESEC and SPMI began negotiating an arrangement to send Sinopec's managers to the United States to receive short-term training. Over the past few years, ESEC has received twenty groups of managers and arranged their training in the United States. Four hundred people total have benefited from this overseas training.

In 1999, ESEC also began arranging many valuable internship opportunities for EMBA students in America. Few American companies were willing to accept Chinese managers as interns, but Dr. Danny Yu, president of ESEC, fully understood the Chinese need for overseas experience, and was able to persuade several U.S. companies to accept our EMBA interns. Dr. Yu arranged for each American company to appoint a division manager as the advisor of the EMBA student interns. Each week, the companies' managers gave a speech about the market economy and general business practices. The companies concluded each month and the internship period with a report and general appraisal of the interns.

The companies in which our students worked differ in size and service, ranging from securities, pharmacy, finance, petrochemical, transportation, trade, law, and headhunting. Arthur Anderson, Smith Barney, Hecny Transportation, Far East National Bank, Long Beach World Trade Center, and the L.A. Convention Center were all involved in our internship program, to name a



few. Our students acquired knowledge of Western business practices in relation to China and gained the ability to deal with international business. Inevitably, ESEC's efficient efforts contributed to our students' achievements. In the past few years, most of Sinopec's EMBA students who participated in ESEC's language classes in China and on-field training in the United States have gone on

to occupy junior and senior management positions in Sinopec. This has been a result of ESEC's successful training.

We extend our gratitude to ESEC for its contribution to Sinopec over the years. We wish ESEC prosperity in the future, and we hope for a long future of cooperation between ESEC and SPML.



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大学(伯克利、洛山矶)、科罗拉多大学、普林斯顿大学、夏威夷大学等等,到第一线去考察高教评估的情况。通过这一系列交流活动,中国高教界的同行们比较多,也比较深的了解了美国及其他国家、地区高教评估的情况,从中我们可以分析出在高教评估中中外之间的共同点,从而可以学习他们的经验做到洋为中用,另一方面由于国家之间历史、文化传统、社会制度、教育理念、教育制度等方面的差异,也让我们明确不能完全照搬国外的所有做法,要强调适合本国的国情,创立适合中国情况的评估制度。总之为我们研究、推动高教评估制度的建设提供了非常有益的帮助。

在所有上述这些活动中 ESEC 都提供了经济支持,在美国联络、邀请有关的专家来华参加活动并与北京大学、北京师范大学、华东师范大学、武汉大学等高校以及中国高教评估研究会一起完成了大量的组织工作。ESEC 总裁余国良先生曾经对我说过, ESEC 在华开展工作,并没有预先设定一定要做什么,一定不做什么,只要是中国教育事业发展过程中需要的,就可以考虑参加推动。据我观察从最初

选定并且延续了二十年的英语培训,直到后来逐步开展的十几个项目, ESEC 确实是按这一原则行事的,可以说 ESEC 总是能够随着时代的发展、随着中国教育事业发展带来的需求的变化,选择新的项目去做,例如他们现在正准备把工作重点西移,以配合中国开发西北的发展战略。更为可贵的是在高教评估这个项目中(据我所知其他项目中也有这种情况), ESEC 千方百计尽心尽力,克服重重困难,帮助我们建立起中美之间交流的桥梁,遇到什么困难就能提供非常及时而有效的帮助,而在整个活动过程中,总是鼓励我们独立、直接的与美国的机构或专家联络交往,等到成果显现出来时, ESEC 却静悄悄地退到了后台,这种不图名利的精神使我深为钦佩,真是达到了“待到山花烂漫时,她在丛中笑”的境界,这与 ESEC 的机构宗旨以及余国良总裁的个人品德是密不可分的。

值此 20 周年纪念活动之际,我愿献上这段美好的回忆,敬祝 ESEC 在下一个 20 年取得更大的成绩。

(作者原任北大教育评估室主任、副教授、中国高教评估研究会副主任,全程参与中美高教评估交流活动)



在高教评估领域中 ESEC 帮助我们 架起中美之间交流的桥梁

周起制

1985年前后,在当时国家教委副主任黄辛白、高教司副司长王冀生先生的倡议和领导下,中国高教界开始了高教评估的理论研究和实践活动,其目标是建立起适合我国情况的高教评估制度。在中国的高校及其上级领导机构中,历来很重视致力于教育、教学质量的提高,在多年的实践中,形成了一些行之有效的教学质量检查监督方法,但是还没有形成在一定理论指导下的一套系统而完整的制度。教育评估(包括高教评估)在欧洲和美国的研究和实践已有几十年的历史,对于他们的理论、经验和现状,我国教育界虽有所闻,但知之不多,特别是一般高校(这里是指非师范类高校)中的教职人员对此更是了解甚少,就在我们很需要了解美国在高教评估领域中的情况时,ESEC总裁余国良先生接受北京大学方面把“高教评估”作为ESEC工作新项目的建议,开始参与推动中美之间交流的工作。

1987年夏,ESEC与北京大学联合举办了第一次中美高等教育评估研讨会,30多所国内大学应邀参加,美国方面由ESEC组织了以Education Commission of The States主席Dr. Bob Andringa为首的十几位专家来参加,在那个年代,国内已经召开过几次高教评估方面的专题研讨会,但如此规模的国际交流会议尚属首次,一些有趣的细节可以说明当时两国交流是多么的不够,譬如双方在专用词汇上都不容易为对方确切地理解,为此Dr. Bob Andringa、余国良总裁和我专门花时间去收集并编写一个中英词汇对照表,印发给与会代表参考。在会上美国专家介绍了美国在此领域中理论研究的情况,以及在美国高校中开展教育评估的实际情况,引起与会中国代表的极大兴趣,由此开始了延续十几年的中美之间的交流活动,并逐步扩展到多国之间的交流。1990年在北京(主会场)、上海(分会场)、武汉(分会场)三地轮流召开了第二次中美高教评估研讨会,一百五十所大校参加了这项活动,并开始有英国、加拿大、香港的少数代表参加。1993年



The International Conference on Quality Assurance and Evaluation
in Higher Education held in Beijing in 1996
96年高教评估与质量保证国际会议在北京举行

在美国夏威夷又召开了第三次研讨会,这次会议定位在环太平洋地区,参加代表除中国大陆、美国以外,有来自日本、菲律宾、澳大利亚、新西兰、俄罗斯、香港等国家和地区的代表,参加人数超过200人,交流与研讨的题目也更加广泛了,第四次会议于1996年在北京召开,这次会议首次冠以国际会议的名称“国际高等教育教学质量保证和评估研讨会”,由于联合举办单位增加了香港学术评审局,所以吸收了较多的英国等欧洲国家以及香港地区的代表参加,因此这次会议已经是名符其实的国际(无非洲国家参加)活动了。在这四次国际会议间隔的年份中,还分别在哈尔滨、北京组织过两次暑假讲习班,请美国专家比较系统地讲解高教评估理论以及在美国具有典型意义的高教评估活动,另外还组织了两次中国专家访美活动,走访了美国中央政府教育部、美国各州(联合)教育委员会、美国考试服务中心、美国高教协会、美国高教评估机构COPA以及加州

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ESEC helped us build a bridge for Sino-American exchange in Higher Education Evaluation

By Prof. Zhou Qi-zhao

(The author is the former Director of Peking University's Education Evaluation Office, Vice Provost of Peking University, and Vice Director of China Higher Education Evaluation Society.)

The Higher Education Evaluation program started in China in 1985 upon the recommendation of Mr. Huang Xin-bai, then Vice Director of China State Education Commission, and Mr. Wang Ji-sheng, then Vice Chief of the Higher Education Section of the State Education Commission. Under their direction, education professionals in China conducted research on Higher Education Evaluation in search of an evaluation system compatible with the Chinese situation. Although China was committed to the improvement of higher education quality, and had developed effective methodology for quality inspection and management, a complete evalua-

tion system was not yet in place. Education Evaluation had been common in Europe and the United States for decades. With the exception of normal (teaching) colleges, Chinese faculty and administrators in most higher education institutes were lacking in such knowledge. There was an urgent need to learn about Higher Education Evaluation. It was at this juncture that Dr. Yu, President of ESEC, accepted Peking University's proposal to place Higher Education Evaluation on ESEC's agenda.

In the summer of 1987, ESEC and Peking University co-sponsored the first Sino-American Symposium on Higher Education Evaluation. Thirty Chinese universities responded to the invitation to attend this conference. ESEC coordinated the American presenters for the event. Led by Dr. Bob Andringa, Commissioner of the Education Commission of the States, more than a dozen higher education experts came from the United States to share their knowledge.

There were many details to be considered in the planning of a symposium that would bring American and Chinese educators together. One significant detail was the problem of systematic use of terminology. On the day before the symposium, Dr. Andringa, Dr. Yu and I stayed up late to assemble a Chinese-English glossary because all of a sudden we had come to realize that we had been using similar academic jargons but with different meanings in the respective cultures. This glossary helped attendees finally understand each other and as a result they gained much insight by comparing Chinese education evaluation with American education evaluation. This was the beginning of an exchange that would last for more than ten years.

In 1990, the 2nd Sino-American Symposium on Higher Education Evaluation convened in Beijing,



The American presenters at the 1990 Beijing gathering of the Second Sino-American Symposium on Educational Evaluation
90年第二次中美教育评估研讨会 (北京会场)



Shanghai and Wuhan simultaneously. There were 150 higher education institutions represented, including those from the United Kingdom, Canada and Hong Kong. In 1994 the 3rd Symposium was held in Hawaii, with a focus on the Pacific Rim. There were more than 200 participants, including some from Japan, the Philippines, Australia, New Zealand, Russia and Hong Kong. The 4th Symposium, named the International Symposium on Higher Education Evaluation and Quality Assurance, was held in Beijing. With the Hong Kong Bureau of Academic Evaluation and Examination as a cosponsor, there was an increase in the number of representatives from Hong Kong, Europe, and the UK, making this a true international event.

Between the annual symposiums, we held two summer seminars in Harbin and Beijing. ESEC sent American experts as guest speakers to continue the work of putting Higher Education Evaluation into practice. ESEC also organized two delegations of Chinese higher education experts to visit the US, where they toured the Federal Education Department, the Education Committee for the States, the Education Testing Service, COPA, US Higher Education Association, UCLA, UC Berkeley, the University of Colorado, Princeton University, and the University of Hawaii. This was an opportunity to observe firsthand the practice of Higher Education Evaluation in the US, and to gain practical and detailed insight into the applications of the system. We were able to compare the system of Higher Education Evaluation in China with the American one up-close, in order to improve our work. Since we couldn't apply practices blindly, it was imperative that we establish a system that would be compatible to the Chinese situation.

ESEC offered financial support and recruited American experts to come to China and participated in our activities. ESEC coordinated the program activities in partnership with Peking University, Beijing Normal University, East China Normal University, Wuhan University, China Higher Education Evaluation Research Society, name a few. Dr. Danny Yu once told me that ESEC has no preconceived agenda, but rather a willingness to participate in and initiate any project that will

serve the developmental needs of education in China. In the twenty years of ESEC's operation in China, I have observed a consistent commitment to this way of thinking. ESEC is quick to develop, initiate and carry out new programs that are tailored to the emerging needs of education in China. Even now, ESEC is preparing to join in the development of China's Western frontier. ESEC stands ready with timely and effective help, but has also encouraged us to independently and directly associate with American entities and experts. As we achieve success, ESEC steps out of the spotlight and demands no special privilege. This virtue is inseparable from the mission of ESEC and the personal character of Dr. Yu.

In celebration of twenty years, I present these sweet memories and offer our best wishes to ESEC as they strive for greater achievements in the next 20 years.

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殊儿童早期教育和特殊儿童语言教育的研究。我们已经和ESEC合作,成立了南京师范大学ESEC儿童语言研究中心。这个中心将联合国内外有志于儿童发展和儿童教育的同行,共同努力,为中国的儿童教育事业作出我们应有的贡献。

记得Peter Blackwell先生1994年第一次来中国的时候,飞机在晚上降落上海的虹桥机场。他对中国的第一印象是“很暗而没有什么灯光”。从那时到现在,中国已经有了很大很大的变化,让每一个热爱中国的人都欣喜无比。今天常来中国的Peter Blackwell博士一定会发现,飞机再降落在虹桥机场时,看到的已经是一片灯海。我想,我们或许可以用灯海的情景来比喻飞速发展的中国儿童教育事业,那么其中一定有ESEC点燃的那盏照亮所有儿童的灯!相信这片灯海将会越来越广阔,越来越光明,给未来的中国带来无限的生机。

(周博士为南京师范大学教育科学学院教授,
并南京师范大学ESEC儿童语言研究中心主任)

为照亮所有儿童而长燃不息的灯

南京师范大学教育科学学院 周兢



1993 training class for teachers of early education for hearing impaired children
93年聋儿早期康复师资培训班

第一次听说“ESEC”和见到余国良总裁是在90年代初的一个夏天。当时我从美国学习归来不久，受到几个南京的学者邀请，和他们一起为爱德基金会的聋儿康复中心作义务咨询工作。满腔热情的我们，非常热衷中国新兴的特殊儿童早期教育事业。同时也觉得中国的聋儿康复工作刚刚起步，迫切需要提供课程教学方面的研究成果，并且急需培训教师的材料。但是，面对要缴纳出版的学术著作出版经费，当时的我们的确是一筹莫展。正在这个时候，我们听说了ESEC的总裁余国良先生，很快我们就有了与余先生的第一次见面。

余先生亲切温和且淡定儒雅，他思考问题时敏锐的思路和表达方式的清晰给我们印象很深。听完了我们的陈述，余先生很快地表态说，愿意考虑ESEC在华工作中增加了与特殊儿童早期教育有关的项目，并要求我们尽快地将想法写成建议书。在此之后大约一个多月，我们就收到了ESEC的项目资助款项。我们的《聋儿早期康复教育—理论与实践》，《聋儿早

期康复教育—整合教育活动设计与组织》也就在一年以后陆续出版。这两本书出版后，得到了学界的好评，在中国聋儿早期康复教育界广泛运用。同时先后被评为中国首届社会进步文明图书奖，江苏省哲学社会科学三等奖等等。今天回顾这第一个ESEC特殊教育项目的时候，我们想说，是余国良先生和ESEC点燃了我们心头的这一盏灯，让我们认真看到自己工作的价值，并用自己的心去为中国特殊儿童的光明未来而努力。

从那时起，ESEC在华工作中，增加了这样一个支持帮助中国的特殊儿童教育事业的合作项目。随着ESEC特殊教育项目主任Peter Blackwell博士的加入，我们在这个方面的工作逐步扩大。现在可以简单罗列的是：

(1) 从1994年起，南京师范大学教育科学学院与ESEC合作，每年举办一次有关听力损失儿童教育的师资培训班，在全国范围内培训教师数百人；

(2) 受中国聋儿康复研究中心委托，举办了五期聋儿早期教育师资专科学历的培训班，每期培养教师30人，ESEC每年给我们派来国外的专家讲学，让学员了解国外特殊儿童早期教育的最新信息；

(3) 1997年起，我们又与ESEC合作，受江苏省教育委员会和中国聋儿康复研究中心委托，举办了一期特殊教育研究生课程进修班。这项工作将原有的特殊教育师资培训工作提升到“培训培训者”的层面，扩大了培训工作的受益面，得到了社会各界的广泛关注和赞赏。可以说，这一盏由ESEC点燃的为照亮更多中国儿童的灯，从此就再也没有熄灭过。

(4) 近两年来，中国的特殊儿童教育事业有了长足的进步，我们南京师范大学教育科学学院有关特殊儿童教育的工作也正在向新的方向发展。一方面，为适应中国特殊教育事业发展的需要，我们将在短期内尽快地建设研究生层次的特殊教育专业，以便培养更多更好的特殊教育高层次人才。另一方面，我们将发挥自己现有的优势，重点开展有关特

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A Blazing Lamp for the Children

By Dr. Zhou Jing

(The author is a Professor of Nanjing Normal University/School of Educational Science, and Director of Nanjing Normal University-ESEC Child Language Research Institute.)

In the early 1990s, I learned of ESEC and met Dr. Danny Yu. I was invited to be a volunteer consultant to the Amity Center of Rehabilitation for Deaf Children upon my return from the USA. A new concern in special education brought us to focus on early-education with a special emphasis on the hearing impaired. There was an urgent need for research materials directed towards faculty preparation and curricula for deaf children. Finances prohibited our publication of these materials. It seemed that it would be impossible to complete our work until we heard of ESEC. After listening closely to our concerns, Dr. Yu readily offered his assistance to advance the cause of disabled children and he agreed to add special education to the ESEC programs in China. We submitted to ESEC our proposal and in one month received the funding needed. With this support we were able to publish our research the following year. The two books published were: *Early Education for Hearing Impaired Children - Theories and Practice*, and *Early Education for Hearing Impaired Children - Integrated Design of Education Activities*. These books came highly recommended by the academic community, and are widely used among China's special education professionals. The publications received the National Award for "Books Promoting Social Progress and Civilization" and also won Third Place in the "Philosophical, Social Science and Scientific Achievement" from Jiangsu Province. Dr. Yu showed us the value of our work and encouraged us to double our efforts for the future of disabled children in China.

Soon Dr. Peter Blackwell joined ESEC as the Direc-

tor for the Special Education Program. Our work progressed rapidly and produced significant results. The following projects were included in our Special Education Program:

1. Since 1994, Nanjing Normal University/School of Educational Science has collaborated with ESEC in conducting an annual teacher-training course for those working with the hearing-impaired. Hundreds of teachers from all parts of China have been trained through this program.

2. Commissioned by the China Rehabilitation Research Center for Deaf Children, we have offered undergraduate level training to teachers of Early Education to deaf children. Together with ESEC we have trained 30 teachers each year for five consecutive years. Annually ESEC sends expert lecturers to update our trainees on the most current practices in the international community of special education.

3. In 1997, as requested by Jiangsu Education Commission and China Rehabilitation Center for Deaf Children, a Masters-level training program for special education faculty was initiated. This was a "Train the Trainer" program, which drew attention and commendation from many social agencies. It is not an exaggeration to say that the lamp set ablaze by ESEC to give light to the Chinese children with disabilities will never cease to shine.

4. In the past two years the practice of special education in China has advanced rapidly. As a result, the ongoing special education research work of Nanjing Normal University/School of Education Science is pursuing new horizons. With ESEC, we are aiming to establish a post graduate level program in special education. This is in direct response to the growing demand that additional training be available to higher-level, special edu-

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ESEC 帮助我们边远山区农民摆脱贫困 走上富裕之路

陈 关 福

在景宁县农民通过发展香菇生产，从贫困走向富裕，致富状元频频告捷之际，我面对橱窗中熠熠生辉的奖杯，注目墙上一方方镶嵌着荣誉证书的镜框。每当此时，我情不自禁地想起曾为景宁香菇产业发展作出重要贡献的美籍华人余国良先生。

一九八九年春夏之交，海外赤子余国良先生满怀报春晖的赤诚，随同浙江省政协、中国南京爱德基金会一行，风尘仆仆地来到人称浙江西藏——景宁畲族自治县鹤溪镇，该县地处浙江省西南部的山区，东经119.56度，北纬27度，占地面积1950平方公里，全县辖24个乡镇，283个行政村，总人口17.53万，其中农业人口15.9万。共拥有林地面积234万亩。林木蓄积量439万立方米，是浙江省10个重点林区之一，林木等自然资源十分丰富，过去因交通不便，信息不灵，教育落后，人才缺乏等因素，丰富的自然资源得不到有效开发。经济落后，人民生活十分贫困，1990年农民收入人均不到300元，各项事业得不到发展，被国家列为贫困县之一。在对景宁城乡人民生产、生活和教育事业及乡土民情，进行认真细致的考察研究的基础上，当时我作为县农村工作部的代表，向来宾较全面地介绍了我县农村经济现状，着重阐述“发展香菇生产，加快农民脱贫致富”项目可行性报告的内容。余国良先生认真考察后与我们达成共识，决定投资帮助景宁发展香菇产业。

景宁是栽培香菇的发源地，800多年的香菇生产实践，广大农民积累了丰富的经验。二十世纪八十年代初，我国木屑袋栽香菇新技术的成功运用，大大提高了香菇产量。传统的生产方式相形见绌，农民渴望掌握新技术。景宁食用菌种类资源丰富，但资金贫乏，现代科学技术的普及困难重重，香菇生产发展缓慢。

在香菇产业步履维艰的关键时刻，余先生为我县农民铺筑了致富之桥。一九九〇年二月，余国良先生代表美中教育服务机构（ESEC）与美国意新国

际企业有限公司出资15.5万美元与景宁县食用菌总厂合作，共同组建了“景宁山宝食品有限公司”。承揽了全县香菇生产的技术辅导，菌种及原材料供应和产品销售的事务。该项目的合作成功，大大提高生产能力，扩大香菇产业规模和销售市场，效益明显提高。新型的香菇生产，成了景宁县的支柱产业，其功有目共睹，在景宁农民脱贫致富奔小康的路上，在景宁经济的发展史上，留下浓抹重彩的一笔。

十年以来，通过全县上下共同努力和县山宝公司的积极配合下，香菇生产的现代科技全面铺开，栽培香菇菌棒39.5亿袋，生产干香菇3.83万吨，实现产值11.54亿元，占农业产值的3.93%，完成税收2578万元，增加农民收入7.59亿元，农民年均食用菌单产收入800元。为富民富县作出重要贡献。景宁香菇生产不仅量大，而且质量上乘，产品远销日本、新加坡、泰国、香港、台湾、美国、德国等十多个国家和地区及国内各大城市。景宁香菇、黑木耳双双荣获95第二届中国农业博览会金奖和97“、99”中国国际农业博览会名牌产品。

景宁香菇飘四海，ESEC在景宁的扶贫济困义举在人民群众中广为流颂，是以为记。

（作者是浙江省景宁畲族自治县食用菌办公室主任）

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time I see him, he is in high spirits, courteous, gracious and organized. Dr. Yu is always ready to learn new things and he seems to increase in strength as he learns. On one rare occasion, I knew that Dr. Yu was not well, but that did not stop him from his appointed travel or his attention to the matters that were required of him. I often wonder about the spiritual resource that inspires him to overcome obstacles and press on. It is clear to me that "service" is his creed. Dr. Yu is a devout Christian, and it is that spirit of servitude that propels him to act in great love for his motherland and to serve with distinction his kinsmen.



Mushroom Angel

By Mr. Chen Guan-Fu

(The author is the Director of the Office of Mushroom Farming in Jingning County.)

The farmers of Jingning County have overcome a perpetual state of poverty through the production of mushrooms. As I write to speak of our victory in the battle against poverty, my gaze was caught by the glitter of the trophy on my shelf and the award plaque that hangs on my wall. Those tributes of success turn my thoughts to Mr. Danny Yu, the Chinese-American whose contribution has significantly advanced the mushroom industry of Jingning County.

In the summer of 1989, accompanied by the Provincial Political Consultative Committee and the Amity Foundation of Nanjing, Mr. Yu came to the "Tibet of Zhejiang Province": Jingning County. Jingning County is situated in the mountainous southwest region of Zhejiang Province. The county's total acreage equals 1950 square kilometers. Its population of 175,300 people come from 24 towns and 283 villages located at 119.56 longitude and 27 latitude. Of the total population, 159,000 earn their living as farmers. And of our total land mass, 2.3 million hectares are covered by forest. Jingning forest is one of the primary forests in the province. Though rich in wood resources, these resources cannot be tapped due to lack of transportation, information, education and human resources.

It is no surprise that Jingning County was economically depressed; the annual income in 1990 was under 300 RMB (less than 40 USD). There were no industrial or economic prospects to be found. Jingning County was officially named by the Chinese government as an impoverished county. County officials were desperate to find a solution. In search of an answer, the Jingning County government undertook a feasibility study to identify potential means of economic development.

While working for the Jingning Government overseeing the farming division, I submitted a report that advocated using the mushroom industry as the means by which to end our long state of poverty. While visiting, Mr. Yu listened carefully to our proposal and was persuaded to help Jingning develop a plan.

Jingning County is the pioneer of mushroom farming. We have been growing and harvesting mushrooms for more than 800 years. In the 1980s, with all the advancements and technology available, it was time to enter a new age of mushroom production. The introduction of mushroom growing logs and improved mushroom spores increased the farmers' yield capacity and therefore the potential for profit. The farmers in Jingning were eager to embrace these new concepts, but the absence of funds and technology stunted Jingning's mushroom farming industry.

It was at this critical juncture that Dr. Yu was in Jingning and agreed to help us. In February of 1990, Jingning County signed an agreement with ESEC to establish Shan Bao Food Products, Ltd. The American party invested 155,000 USD. With the infusion of new money, the Shan Bao Food Products, Ltd. became the provider of technical advice regarding mushroom production for the entire county. Shan Bao offered accessibility to improved mushroom spores, mushroom log materials, technical information and instruction. Shan Bao also handled the marketing and sales of mushroom products for Jingning County.

This joint venture significantly increased mushroom production with direct benefit to the farmers: Jingning growers have seen a rise in their profit margin. The farming of mushroom products is the key industry in Jingning today. The development of this industry has clearly impacted our population as it has paved the way for the



Jingning farmers to overcome poverty and enjoy financial success.

Through the combined efforts of the Jingning County Government, Shan Bao Food Products, Ltd., and the Jingning farmers, we have created a new future for the production of mushroom products. The facts and figures speak for themselves: We have manufactured 3.95 billion mushroom growing logs which allowed us to produce 38,300 tons of dried mushroom products, with a market value of 1.54 billion RMB. Tax dollars contributed as a result of this success equals 25.78 million RMB. The increase of income to farmers reached 759 million RMB. The annual income per farmer in mushrooms

alone is 800 RMB. This decade of achievement has been significant to the people of Jingning in their effort to end poverty.

Now Jingning County is producing not only a much larger quantity of mushroom, but also a better quality. We now export mushroom products to Japan, Singapore, Thailand, Hong Kong, Taiwan, the USA and Germany. The Jingning mushroom and black fungus have both won gold medals in the '95 China Agricultural Exposition, and the Prestigious Product Awards in the '97 and '99 China International Agricultural Expositions.

The kind acts of ESEC will be remembered by the Jingning people.



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cation professionals. In addition, we will further invest in our strength: early-education and linguistics for handicapped children. We have partnered with ESEC in establishing Nanjing Normal University-ESEC Child Language Research Institute. We will expand our collaboration with domestic and overseas colleagues to offer the best education possible to disabled children in China.

In 1992, Dr. Peter Blackwell made his first visit to

China. When he landed in Shanghai, he commented, "This is a very dark airport." Since then, great change has come to China. Anyone flying into Shanghai today is sure to view a beautiful sea of lights. We offer our gratitude to ESEC for lighting the first lamp in early-education for disabled children. May this light continue to shine and to light many lamps in years to come.



ESEC 国际商务培训班的诞生

Grant R. Ackerman 博士

ESEC 的国际商务培训班(IIT)开始于1985年。作为该培训班的第一任负责人,我甚荣幸能与一些出色的同仁共事,一同编写了ESEC的第一套国际商务培训班教程。1985年时正值中国对外开放不久。当时的中国非常需要了解西方风俗习惯和商业实务,以便成功地参与跨国经济。当时ESEC已经在中国成功地举办了英语培训班,显示了其在成人教育领域的专长和优势,并与中方建立了良好的合作关系。应中国国家外国专家局的建议,ESEC着手举办一个综合性的国际商务强化培训项目,其内容同时涉及管理学、法律和跨文化研究三个领域。

ESEC国际商务培训班的特征在于它的综合性,跨学科的培训手段。日后的经验证明它是ESEC国际商务培训项目在中国获得成功的关键因素。通过一套整合了管理学、法律和跨文化研究三个领域的全投入式课程,国际商务培训班较全面地装备中方学员来掌握从事国际商务所必要的知识和技能。

在项目的发展初期,我们的工作是小规模和试验性的。1985春天我们举办了试点班,对课程内容和教学方法作了探索。Lynn Buzzard和Craig Whithers对我们早期教程的编写工作起了重要的作用。试点的成功给我们带来了机遇和挑战。课程受到了中方的欢迎,有好几所中国大学希望举办同样的培训班。然而我们的教师数量有限,甚至还不足以装备一个培训点。因此我们得出了一致的结论:要扩大培训班就必须考虑使用新的教学方法。

在1985-1986学年中我们集中精力去修订和完善我们的课程,开发新的教学方法,包括制作录影教学资料。为此目的我们聘请了Jeff Zabrocki, Suzanne Pruner 和 Carol Clarke 一起参加IIT教材编写。那些日子里,是高度的使命意识与团队忠诚感支持着我们的工作,其重要性超过了经济资源。我还记得为修订教程和招募教师与Jeff, Suzanne和Carol每天一起工作直到深夜。经过一天马拉松式的工作,我们暂歇片刻出外买汉堡快餐当晚饭。我清楚地记得

Carol总是带着几近哀求的口气问是否可以买些蔬菜。

到1986年秋天,我们的课程修订业已完成,随后派遣了新的一批国际商务教员到中国,在1986-1987学年里举办了四期培训班。这批新教员面临着艰巨的挑战,然而他们的工作非常出色。由于他们的努力,ESEC的IIT项目发展成一套结合商务,多元文化与法律于一体的商务教学模式,适合于在中国的其他大学里推广。在我1989年离开ESEC时,当年的IIT培训班就多达12个。

九十年代的中国已发展成国际商业舞台上的一个领头角色。有好几年中国经济以两位数的百分比增长。她已经很好地掌握了国际商务的各种要诀,如今已崛起成为一个强有力的国际贸易伙伴。我们这些早年参与ESEC和国际商务培训班的人为能够在中国成功发展的过程中扮演一个微小的角色而感到自豪。国际商务培训班一直致力于建立跨文化沟通 and 理解的桥梁。在培训班举办的早期,我曾在一次讲话中提到:当我们建起桥梁的时候,我们在邀请两边的人和观念走向对方进行交流。国际商务培训班和ESEC的其他项目就是这样的桥梁。当我们的教师在授课的时候,他们从学生那里学到的东西与他们自己所讲授的一样多,甚至是更多。强调人本因素的教学特点就在于此。它在强调老师全力帮助每一个学生的同时,也鼓励学生真诚地提出问题,真诚地分享答案。在坦诚和互相尊重得到鼓励的环境下,思想的自由交流蔚然成风,学生和教师均从中受益。从最早的时候起,ESEC和中方的合作关系就一直遵循互相尊重,平等互利的原则。值此ESEC在华服务二十周年之际,我们这些自ESEC创建之初就参与其工作的人士殷切期望中国社会和ESEC在以后的岁月里继续成功地发展。愿ESEC开发更多有效的教育项目,也愿她与中国的情谊长存。

(作者系ESEC国际商务培训班前负责人,现在新泽西 Rutgers University任教。Ackerman拥有法学博士和商务管理博士学位。)



The Genesis of the Institute of International Trade*

By Dr. Grant R. Ackerman

(The author is the former Director of the Institute of International Trade, and is currently a professor at Rutgers University. He holds a Juris Doctorate and a Ph.D. in Business Administration)

ESEC's Institute of International Trade (IIT) was launched in 1985. As its first director, I was privileged to work with outstanding men and women in the creation of the initial IIT programs.

In 1985, China was just opening its doors to the world. In that moment, China was eager to understand and learn about Western customs and business practices in order that it might engage successfully in the international economy. ESEC already had developed a successful Institute of English and had established a track record of being a reliable and effective partner in adult education. At the request of the Foreign Experts Bureau of the State Council, ESEC undertook the effort to develop an intensive and comprehensive program of international business study drawing on the fields of management, law and cross-cultural studies.

This integrated, interdisciplinary approach was a hallmark of the IIT in China and proved to be a key element of its success. By integrating the study of these three disciplines in an immersion program, the IIT began to equip Chinese participants with the knowledge base and skills necessary to conduct international business transactions.

Early efforts to develop the program were both modest and experimental. A pilot program in Shanghai in the spring of 1985 explored both course content and educational methodologies. Lynn Buzzard and Craig Whithers played instrumental roles in developing the initial curriculum. The pilot program's success created both opportunities and challenges. It was so well received that a number of universities wanted to replicate

it. However, the difficulty in finding enough faculty members to staff just one IIT led all of us to the same conclusion: if the IIT program was to expand, new methodologies would have to be considered.

During the 1985-1986 academic year, intensive efforts were made to revise and improve the curriculum and develop new methods of instruction including the use of videotaped lectures. To accomplish these goals, Jeff Zabrocki, Suzanne Pruner and Carol Clarke were recruited to join our IIT development team. In those days, we counted on a sense of call and camaraderie rather than financial resources to sustain our work. I recall spending long hours into the evening with Jeff, Suzanne and Carol working on curriculum revisions or teacher recruitment efforts. After a marathon session we would take a break and send out for fast food. I can still hear Carol asking, pleadingly, whether we had ever heard of vegetables.

By the fall of 1986, with curriculum revisions (almost) completed, we were ready to send the next group of IIT faculty to China. During that academic year, our teachers met the challenge of introducing the new curriculum in four programs conducted in Shanghai and Tianjin. Because of their good work, the IIT program became a successful model of instruction for integrated business and law studies, one that could be replicated in other universities in China. Before I left ESEC in 1989, we had over 12 programs operating in universities throughout China.

In the decade that followed, China also would expand its reach to become a leading actor on the world economic stage. With consistent, double-digit economic growth for years, it has learned well the lessons of international trade and now stands as a powerful trading partner ready to do business with anyone, anywhere. Those



of us who were part of ESEC and the IIT in the early years are very proud to have played even a small part in this development.

The Institute of International Trade was always about building bridges of understanding. In a speech I made in the early IIT days, I suggested that when you build a bridge, you are, by definition, inviting the flow of people and ideas in both directions. That has been the case with the IIT and other ESEC programs. Our teachers have always learned as much or more from their students as they taught in the classroom. That is the nature of educational programs that emphasize the human dimension of learning, where teachers are committed to helping each and every student, and students are encouraged to both

ask honest questions and share honest answers. In such an environment, where both candor and respect are encouraged, the free exchange of ideas can flourish, to the benefit of both student and teacher.

From the very beginning, the cooperative relationship between ESEC and China has been characterized by mutual respect and benefit. In this, the 20th anniversary of ESEC's work in China, those of us who were involved at the creation wish for both ESEC and China many more years of continued success - developing both effective educational programs and long-lasting friendships.

*The Institute of International Trade (IIT) is now known as the International Business Institute (IBI).



美中教育服务机构 (ESEC) 在华服务二十周年纪念活动于2001年11月在北京举行。全国政协副主席罗豪才、国家外国专家局、国家教委、中国残联领导、包括北京大学在内的几十所与ESEC合作过的大学的领导、代表以及来自美国的 ESEC 代表团数百人出席了为期三天的活动。其间，全国政协副主席李贵鲜在人民大会堂接见了以余国良总裁为首的ESEC代表团部分成员，并请国家外国专家局局长万学远在人民大会堂宴请了 ESEC 董事会成员。纪念活动还包括在北京大学举办的以“高等教育国际化”为主题的学术研讨会。中美专家在会上作了专题报告，并开展了有益的讨论和交流。

Celebration of the 20th anniversary of ESEC took place in Beijing in November 2001. We had the honor to invite Mr. Luo Hao-Cai, vice chairman of the Chinese People's Political Consultative Conference to attend our opening celebration conference. Our distinguished attendants also included leaders from the State Administration of Foreign Experts Affairs, The National Education Committee, China Disabled Persons Federation, and presidents from Peking University and many other universities that have had cooperation with ESEC. During the three-day celebration, Mr. Li Gui-Xian, vice chairman of the Chinese People's Political Consultative Conference met ESEC's delegation headed by Dr. Danny Yu, President of ESEC, in the People's Hall. Mr. Wan Xue-Yuan, Director of SAFEA hosted a banquet for ESEC board members at the People's Hall. As part of the celebration, an academic seminar on "Internationalization of Higher Education" was held and sponsored by ESEC in Peking University. Chinese experts and American experts presented high quality reports and were engaged in beneficial discussions.







美中教育服务机构
Educational Services Exchange with China