

The Evolution of our Country's Civic Education Curriculum from the End of Qing Dynasty to the Beginning of the Republic of Our Country

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Abstract: Throughout the late Qing Dynasty, our country has been affected and impacted by different historical stages in terms of politics, economy, and culture. In modern times, the citizens have been infiltrated by Western thoughts and formed a concept of "Western learning spreading to the east". Therefore, our country's educational thoughts have also changed, and educational curricula have also been changed accordingly. This article aims to explore the reform and changes of our country's education curriculum from the end of Qing Dynasty to the beginning of the Republic of our country. Taking history as a mirror can promote the development of education in our country. This article mainly uses the questionnaire survey method and the data analysis method to read and understand the educational history of our country at the end of Qing Dynasty and the beginning of the Republic of China, and make a survey on the rationality of the civic education curriculum in the end of Qing Dynasty and the beginning of the Republic of China. The survey results show that the civic education in the late Qing Dynasty and the early Republic of China had a certain significance of the times, and it was a better way of education in the environment at that time. 40% of people are satisfied and agree with the civic education of that period.

1. Introduction

Accompanied by several political campaigns and efforts in the late Qing Dynasty, educational innovation and the restructuring of academies tended to be historically inevitable. On the road of salvation and survival, our country has set off an upsurge of learning from Western countries. Whether it is from politics, to science and technology, to culture and education, it has a strong influence on the development of Chinese society at that time. In this trend of learning thought, the door to the development of our country's education curriculum has been opened.

There are many research results on civic education courses in the late Qing Dynasty and the

early Republic of China. For example, Dai Shufen pointed out that in the late Qing Dynasty and the beginning of the Republic of China, the transformation of the political system gave birth to the theory and practice of Chinese citizenship education. On the whole, in the early days of the Republic of China, civic education tended to be independent, the ideology was established, and the content became richer [1]. Li Keke said that the development of the national education system in modern China has gone through three stages: "Ethics education" guided by "patriotism", "civic education" led by "cultivation of moral character" and politics with "cultivation education" as the core [2]. Yu Lingling believes that Fan Shoukang is guided by historical materialism and believes that the emergence of citizens is an inevitable prerequisite for social development. He believes that it is necessary to advocate nationalist civic education, and pointed out that the importance of civic education lies in serving the country and in educating the nation. Regarding the method of civic education, he believes that civic education is the main position of civic education [3].

This article first made an understanding of civic education, and then analyzed the period of the Opium War, the Westernization Movement, and the New Deal period. Education in the early Republic of China, and then studied the curriculum standards and curriculum design. Finally, conduct a questionnaire survey and draw conclusions.

2. The Evolution of China's Education Curriculum from the End of Qing Dynasty to the Beginning of the Republic of Our Country

2.1. Civic Education

Under different eras and different political systems, people's understanding of citizenship and civic education is very different, and the practice forms are also very different. The characteristics of civic education include: cultivating the individual's patriotism and integrity towards the country, encouraging the spirit of "sacrificing the individual and accomplishing the greater self", and actively participating in the discussion and construction of public affairs. Civic education, civic knowledge, and civic moral awareness are education for all citizens. It is mainly through reasonable education methods to enable members of society to correctly understand themselves. The purpose is to allow citizens to use worldviews, skills, and values to properly position themselves in relation to society and the country, which is conducive to people's effective participation in the public life of the country and society. The content generally involves education in multiple fields such as politics, economy, culture, etc. It can be seen that civic education exists in every citizen's life, and can only be achieved through the joint efforts of family, school, society and the media. It has a lifelong nature[4,5].

2.2. Education during the Opium War

(1) The pathological development of feudal education

Official education exists in name only, the content of education chooses stereotypes, is not connected with reality, is rigid, has no practical significance, and the scientific examination system is not rigorous to select true talents. At this time, the outbreak of the Opium War made people realize that the once glorious China is no longer there. Facing Western aggression, some

enlightened intellectuals proposed to learn from the West and advocate an open transformation in education.

The schools established by the great powers in China were generally small and low-level because they could not recruit students. The second is to attach importance to women's education. Women's schools were opened from the beginning. While disseminating women's studies in the curriculum, some Confucian thoughts, such as the Four Books, were also blended in to facilitate melting education. Third, attach importance to the teaching of natural sciences. Imperialism believes that natural science and Christian education can surpass traditional Chinese education to meet the needs of imperialism. Fourth, Western meteorology and astronomy are also published in China. According to the intentions of the aggressors, the early church schools cultivated a group of foreign scholars who served the aggressors. In terms of the content, the form of running the school, and the method of education, they have broken through the original model of feudal education[6,7].

2.3. Education during the Westernization Movement

During the period of the Westernization Movement, the purpose of the Westernization Academy was to train foreign affairs, engineering, and military talents for the Qing government. Its teaching content is mainly Western language and Western art.

At this time, the Jingshi Tongwen Museum set up various foreign language museums, planetariums, mathematics museums, gezhi museums, translation offices, etc. The curriculum content is continuously expanded, including physics, chemistry, astronomy, universal law, history of various countries, geography and other courses. The former school of Fuzhou Shipbuilding Academy has courses on construction technology, including French arithmetic, algebra, geometry, trigonometry, calculus, physics, machinery, etc.; the latter school learns driving and ship technology, which also includes navigational astronomy, nautical theory, geography, etc. In addition, there were also activities to send students abroad during the Westernization Period. The church still retains vigorous vitality at this time, and its curriculum design generally includes religion, foreign languages, Western studies, and confucian classics[8,9].

During this period, the thought of "the middle school as the body and the western learning for the use" still dominates. Therefore, although our country has changed in the education curriculum, it still retains China's feudal education, that is, it still adheres to the education of Confucianism with three outlines and five permanent principles.

2.4. Education during the New Deal

(1) Renyin Educational System

The design of this new school system is a challenge to the original education system. It also has another way of saying it, namely the "King Ming School Regulations." It is the first attempt in the process of transforming agricultural society to industrial society and feudal society to capitalist society in modern times. The background of this attempt is that the country will face foreign troubles of being colonized and partitioned, as well as internal troubles of serious corruption in the Qing court. Therefore, the driving force of reform not only comes from the self-help and reform

consciousness within the Qing court, but also has the penetration and influence of external international relations. The purpose of its establishment is to restrain the practical talents with three principles and five constants, and the goal of training is the division of morality, knowledge and body. The three forms of education of "morality", "intellect" and "physical" have been presented in the policies of the central government and have become an important part of the education system, and subsequent curriculum settings are based on this[10,11].

Nowadays, although educators have repeatedly emphasized morality as the foundation, and the constitution also regards moral education as the starting point for talents, in fact, scientific knowledge with objective, universal, and neutral attributes has gradually occupied the commanding heights of morality. Because knowledge is directly related to the goal of training practical talents[12]. The specific educational courses during the New Deal period are shown in Table 1:

Table 1: List of subjects of Renyin Schooling System

school	Curriculum
Enlightenment School	Cultivate Morality, Word Class, Calligraphy Learning, Classics Reading, History, Geography, Arithmetic, Gymnastics
Ordinary small school	Cultivate Morality, Word Class, Calligraphy Learning, Classics Reading, History, Geography, Arithmetic, Gymnastics
Higher School	Science, Drawing, Reading Ancient Chinese Words, Cultivate Morality, Reading Classics, Composition, Learning Calligraphy, History, Geography, Arithmetic, Gymnastics
Secondary School	Cultivate Morality, Character Class, Reading Classics, Chinese and Foreign Historiography, Chinese and Foreign Geography, Arithmetic, Gymnastics Physics, Chemistry, Natural History, Foreign Literature

2.5. The Evolution of Civic Education during the Republic of China

The "Temporary Constitution of the Republic of China" made the citizenship and identity of citizens determined in the fundamental law, and legally guaranteed the smooth implementation of modern Chinese civic education. Civic education has attracted the attention and attention of the country, especially intellectuals, and has entered into the initial developmental stage. It can be seen that the changes in the national system and political system have not been reflected in the national curriculum. Although some knowledge related to civic education has been added, the focus of the curriculum has not changed. The previous self-cultivation subjects are still used, and only personal cultivation is emphasized. Ignore the education on politics, economy, law, society, etc. that the Republic needs. At the eighth meeting of the National Federation of Educational Associations, the content of education was added to the citizenship curriculum focusing on the social, economic, and political life of citizens. The social studies of elementary primary schools are mainly composed of four parts: geography, history, civics, and health; senior elementary schools and junior high schools have separate civics courses; high schools have courses on philosophy and society. The setting of these courses objectively also shows that the country attaches great importance to citizens' mastery of political and social knowledge.

(1) Self-cultivation

Primary school: Common sense of citizenship has become a part of the self-cultivation subject of primary school. There are generally four aspects of content in the teaching of self-cultivation: the norms that should be followed in daily life; the etiquette and ordinary methods of dealing with people; ethical knowledge and ethics; the relevant knowledge of citizens and the principle of legal system. The general moral content includes: comity, filial piety, cleanliness, health, compliance, cherishing public goods, diligence and thrift, unity, loving the motherland, cherishing time, being upright, etc. In addition, it also includes part of the legal system of the Republic of China.

Middle school: It is clearly pointed out that students should gradually cultivate their responsibilities and obligations to the country, society, and family. At the same time, they should also teach the main points of ethics, especially the actual situation in our country.

(2) Citizenship Section

The scope of the curriculum of the civics course is relatively wide and close to real life. The civics subject of elementary school involves the development of families, schools, countries and even the world, specifically the relationship between students and family members, the nature of the school organization, the development of the country, and the country's economy and politics. The content of civics in middle school is smaller and more in-depth, involving politics, economy, society, law, etc., more combining student activities with social practice, and having a deeper understanding of students.

(3) "Party Righteousness Section" and "Three People's Principles Section"

The content of the party justice section is divided into several components: Mr. Sun Yat-sen's revolutionary historical facts; an outline of the Three Principles of the People; a preliminary exercise of civil rights; a brief explanation of the outline of the founding of the country; an outline of the founding strategy; and local autonomy. Most of the content in the relevant textbooks of the Three People's Principles is compiled based on the Three Principles of the People, the nation-building strategy and the outline of the nation-building.

2.6. Curriculum Standards in the Late Qing Dynasty and the early Republic of China

The first level involves the background of the late Qing Dynasty and the Republic of China. The second level examines the content and characteristics of the curriculum standards. The third level examines the writing framework and theoretical concepts.

(1) Background.

First, it conforms to the value orientation of the ruling class; second, it promotes social development; and third, the academic background and value orientation of experts and scholars.

(2) Content and characteristics

The content of the curriculum standards in the late Qing Dynasty and the Republic of China reflected the basic requirements of the ruling class, society and editors of the students at that time.

Curriculum goals are gradually scientific, mainly based on practicality, and its instrumental purpose is very obvious, and then the instrumental purpose is weakened. Teaching content tends to be integrated, and implementation methods are gradually systematized.

2.7. The Establishment of Civic Education Courses

(1) Setting of course objectives

Citizenship education is produced under the background of a specific era. Therefore, it has obvious national characteristics and era characteristics in terms of specific curriculum goals and content. Whether it is thinking about nationality or reforming people's habits, they all focus on cultivating qualified citizens. The goal of the self-cultivation course focuses on the cultivation of personal ethics. Therefore, in addition to basic common sense, political, economic and international knowledge in setting goals, it also talked more about personal, social, and national responsibilities, and fully considered the knowledge that should be adapted to the democratic government at that time.

(2) Teaching method

The teaching method in the Republic of China has its own characteristics. Especially after the Renxu school system, the educational reform has been gradually promoted, coupled with the influence of some foreign ideas and methods, people have paid more attention to the application of teaching methods, and they have also continued to innovate. For example: explain the stories about civic self-cultivation with teaching methods such as telling and acting. Social organization uses visits, surveys, discussions, etc. as teaching methods. During the period of the Republic of China, the school developed student autonomy and established related organizations, which exercised students' autonomy and acquired certain social experience.

(3) Revision and selection of teaching materials

The arrangement logic of civic teaching materials is to follow the principle of simple to complex, concrete and abstract. Starting from the actual life of children, first talk about personal self-cultivation, again about family and school, and finally about society and rights and responsibilities. Primary school textbooks are basically story-telling, and each article has a protagonist. Most of them are about self-cultivation content and the relationship between individuals. They are more inclined to daily life and basic common sense education, and the purpose is to enable students to develop Good behavior habits.

(4) School citizenship training

Citizen training mainly refers to emotional cultivation and extracurricular activity training in addition to the knowledge in the learning materials. In the 1920s, the main approach to school citizenship training was student autonomy, that is, allowing students to practice citizen autonomy in an environment like a school.

3. Questionnaire Survey

3.1. Questionnaire Design

This article investigates the background and attitude of the evolution of the civic education curriculum in the late Qing Dynasty and the early Republic of China. Among them, the content of the questionnaire includes:

- (1) What aspects of civic education should include
 - (2) How should the curriculum be designed and where is the focus?
 - (3) Whether to approve the civic education curriculum in the late Qing Dynasty and the early Republic of China
- ...

3.2. Questionnaire Process

By designing a questionnaire, experts and seniors are invited to fill out the questionnaire. This article first screened the questionnaire to check whether the questionnaire was inconsistent, and secondly, after confirming that the questionnaire was correct, 50 questionnaires were distributed to experts and seniors. Fill out when they are issued, and wait for them to complete the questionnaire and collect them for data statistics and analysis. The response rate of this questionnaire reached 100%, thanks to experts and seniors for their careful responses.

4. Analysis of Survey Results

4.1. The Direction of Civic Education

This article conducts a satisfaction survey on the three dimensions of civic education content. Among them, I divide satisfaction into four levels, the first level is very agree, the second level is more agree, the third level is generally agreed, and the fourth level is disapproval. The specific investigation is shown in Table 2:

Table 2: The Direction of Civic Education

	1	2	3	4
Political Law	4	3	5	2
Moral Principles	7	4	2	3
Economic Society	6	8	3	3

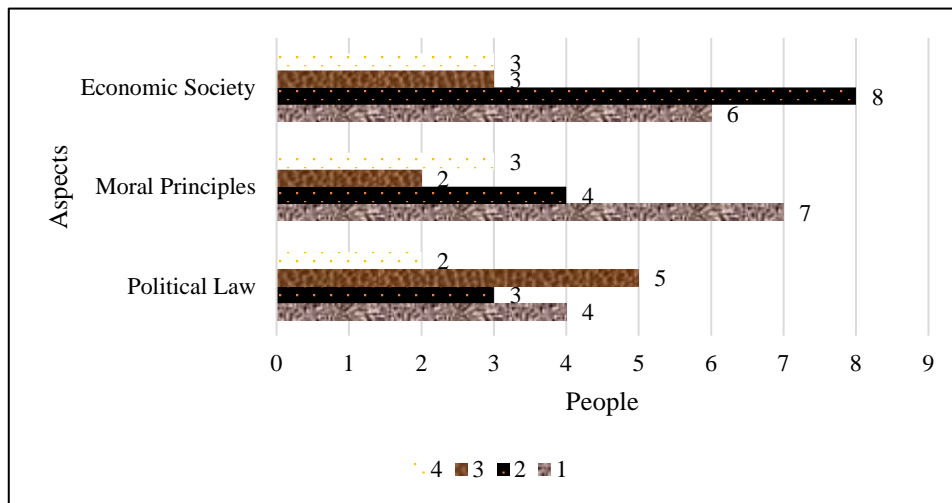


Figure 1: The Direction of Civic Education

As shown in Figure 1, we can conclude that the development direction of civic education should be marked with emphasis on morality, and secondly, it is also very important for economic and social education. Among them, 14% of the people value the education of moral character the most, and they also have a lot of education in the economy and society, and 12% are very in favor.

4.2. Analysis of the Rationality of the Civic Education Curriculum

Regarding the rationality of the civic education curriculum, this article has obtained the following results through a questionnaire survey, as shown in Table 3:

Table 3: The Reasonableness of the Civic Education Courses

	1	2	3	4
Individual, Social and National Responsibility.	8	4	3	3
Political Knowledge of International Economy	1	1	2	1
Basic Common Sense of Life	2	1	1	3
Basic Discipline Knowledge	4	2	2	2
Moral Principles	5	2	2	1

As shown in Figure 2, in the civic education curriculum in our country at the end of the Qing Dynasty and the beginning of the Republic of China, the education of individual, social, and national responsibility was particularly reasonable. At the moment of salvation, patriotism is an important course construction, and other basic knowledge is not so important. Secondly, the relevant knowledge of economic, social and international was actually not appropriate at the beginning of the Republic of China. Because the national knowledge level at that time was not high, the knowledge of economic society and international affairs could not be absorbed well. The education of citizens' morals and responsibilities is to follow the trend and is an important task to

save the country.

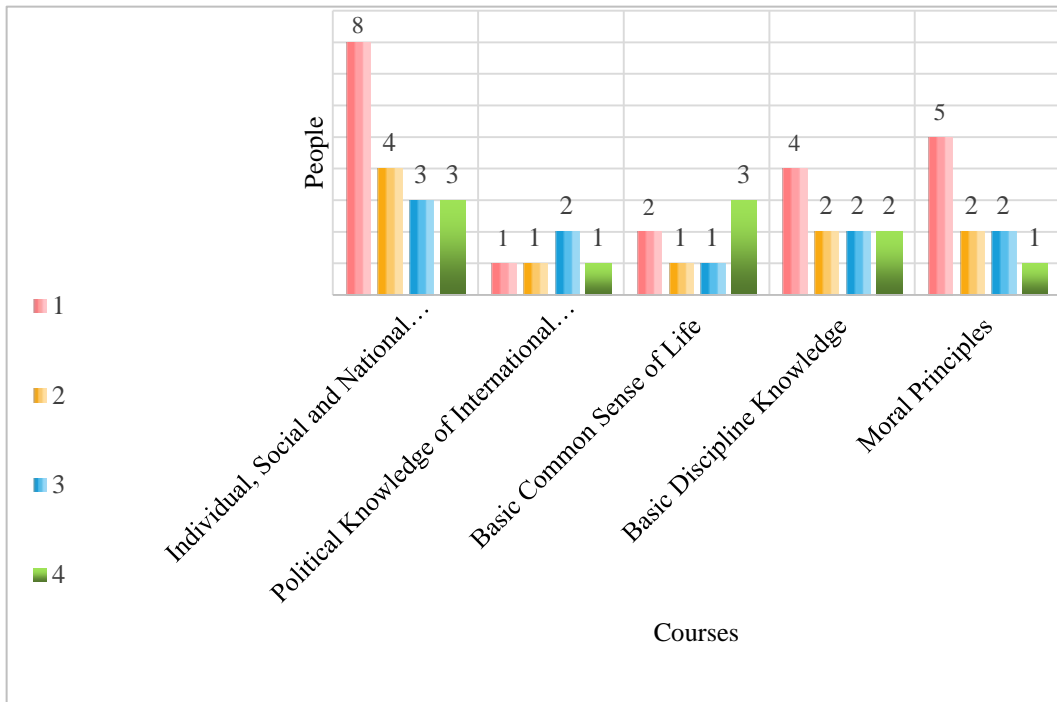


Figure 2: The Reasonableness of the Civic Education Courses

5. Conclusion

The spread of political education has gradually deepened citizens' understanding of rights, obligations, the rule of law, and democracy. It can be said that both the history of ideological development and the history of political education play an important role in the exploration of contemporary political education. Moreover, it is undeniable that the development of civic education during the Republic of China played a very important role in improving people's awareness of democracy, national responsibility and patriotism. This article mainly analyzes the education courses in different periods, and discusses the civic education in the early Republic of China in the context of the times. It is found that although there were some problems in civic education at that time, its role in saving the nation was incomparable. The establishment of the Republic of China undoubtedly laid the foundation and guarantee for the dissemination and development of civic thinking. During this period, the thought of civic education has been well developed, emphasizing sound personality, human subjectivity, etc., and modern civic education concepts such as democracy, equality, and rationality have all been reflected.

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