

# *Guangzhou Garrison Eight Banners Education Research*

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**Keywords:** Manchu Garrison, Eight banners, Education

**Abstract:** As a "horse population", Manchu has always attached importance to martial arts and despised culture. However, after the Qing Dynasty gradually stabilized, the rulers began to set up various kinds of schools among the people. After the revolution of 1911, the rule of the Qing Dynasty was overthrown, the education of the descendants of the Eight Banners garrisoned became one of the problems that the authorities needed to solve. After the founding of new China, under the dual protection of policy and system, the education of the descendants of the Eight Banners garrisoned in Guangzhou has been developed, and a number of talents have emerged.

## 1. Introduction

The Eight Banners were the main military force to maintain the political rule after the Qing Dynasty entered the Central Plains. In order to further control the territory, the Qing Dynasty set up several garrison positions in various parts of the country. Around the 25th year of qianlong, there were eight eight banners under the command of the general, among which Guangzhou occupied a prominent position in these garrison areas because it was the provincial capital and the main Chinese port.

## 2. The education of the flag people before and after the Revolution of 1911

In view of the problem of the long distance from Beijing, the Qing government promulgated the policy of "nearby examination" in time, and the requirement of the increase of the quota of the rural examination was also agreed s. In this way, through a series of policies of the Qing government, the number of people participating in the imperial examination was guaranteed. In terms of schools, these schools are generally divided into "official schools" and "folk schools". At first, "although there were several original school houses in the eight banners, they did not choose the students carefully and did not have the method of examination and supervision, so many names were unknown"<sup>[1]</sup>. Therefore, many children of the Eight Banners gradually lost their mother's language after coming to Guangzhou. Therefore, an official school was set up in the resident to supervise the study of students in the garrison area. Therefore, some people commented that "in the past forty years, the flag, the wind, two learn effective, try is not small"<sup>[2]</sup>. In the thirty-first year of Guangxu, the imperial examination system of the imperial examination was abolished, and there was no imperial examination. The Qing Dynasty came to the brink of extinction. Their fate was devastating

and hated by the citizens of Guangzhou at that time.

After the outbreak of the Revolution of 1911, Guangzhou, as one of the earliest revolutionary areas, the children of the Eight Banners lost their privileged position. The Manchus, who struggle to make a living, cannot guarantee a stable education. After the Revolution of 1911, some of the Manchu officials in the upper class continued to be officials, while other senior intellectuals held important positions in the post office and iguang companies "it is estimated that the above households accounted for about 20% of the total number of Manchu in Guangzhou"<sup>[3]</sup>. But most Manchu people choose to engage in small business vendors, such as selling fruit, herbal tea, cigarettes, etc., their capital is not more than 40 to 50 yuan. Some are engaged in handicraft production, such as weaving ribbons, do shoes. These two types account for about 60% of the total, and 20% of the Manchu earn money by doing odd jobs, or make a living by begging. In May 1912, under the auspices of CAI Yuanpei, the government of the Republic of China promulgated the regulation that "the Eight banners of higher schools should still be established, only the eight banners are cancelled, and all the five nationalities can earn"<sup>[4]</sup>. Under this policy, the biggest change is that "all the five nationalities can earn". After this, all the eight Banner schools in the garrison areas were opened to the restrictions on students and educational content, and the Manchu and Han people got a certain integration in the education industry. In this way, in the past, the Manchu and Han education was gradually replaced by the Manchu and Han education, which promoted the development of education in Manchu and gradually reduced the grade difference and psychological barriers between Manchu and Han after the Revolution of 1911. Due to various wars, Guangzhou suffered a brutal slaughter in the 1930s and 1940s. In June 1946, for the education of young people, Guangzhou Manchu intellectuals and caring people organized a Manchu primary school at No.89 Guangta Road, Guangzhou, to realize the integration of school buildings and ancestral halls. At that time, it was named "Guoguang Primary School" to express the commemoration of the victory of the Anti-Japanese War. The "Guoguang Primary School" was run by the Guangzhou Education Bureau in October 1954. In August 1956, it was named "Guangzhou Manchu Primary School". At that time, the Manchu primary school buildings were shabby and outdated, and they were extremely short of manpower and material resources. Therefore, when it was opened, "the school only had six classes, eight full-time teachers and 109 students"<sup>[5]</sup>.

### 3. After the founding of the People's Republic of China

After the founding of new China, while the CPC Central Committee made a comprehensive adjustment to the national economy, it also made the same requirements for education. Departments of science and technology, education, literature and art have also drafted their own work regulations on the basis of serious investigations and studies. From September 8 and 23 to September 16, 1961, the resolution was discussed. In February 1962, it decided to promulgate the Regulations on the Temporary Work of Full-time Middle Schools and the Regulations on the Temporary Work of Full-time Primary Schools, and completed the formulation of education policies at all stages.<sup>[6]</sup> Guangdong province keeps up with the pace of the central government and vigorously develops education. The number of ethnic minorities in Guangdong is large, and the government attaches great importance to the education of ethnic minorities. Therefore, the Manchu compatriots also received support in school construction and policy after the founding of new China.

In October 1949, after the liberation of Guangzhou, due to the situation, the number of schools was shrinking day by day, from 109 to only 80 in 1949. In 1954, through the government's protection policy of the ethnic minorities, Wang Zongyou, the principal of the Manchu Primary school, donated all the assets of the Guoguang Primary School to the state and was managed by the Guangzhou government. In order to protect the history and tradition of the school, the government changed the name of the school to "Guangzhou Guoguang Primary School", and repaired the

classrooms, dormitories and other facilities, and provided training for the school teachers. The Guangzhou Ethnic Affairs Bureau, which is in charge of ethnic affairs, allocates funds to build the campus and subsidize the Manchu teachers and students every year. In 1956, "In Guangzhou Guoguang Primary School, there were 322 Manchu students, accounting for 64.15% of the total number of teachers and students in the school"<sup>[7]</sup>. In the same year, Guangzhou Education Bureau decided to officially change "Guangzhou Guoguang Primary School" to Guangzhou Manchu Primary School. At this time, the Guangzhou Manchu primary school in the impression of the old people, there is the concept of ancestral hall. In the interview with Ms.Guan Xuejuan, secretary general of Guangzhou Manchu History and Culture Research Association, I learned that the Manchu primary school was also an ancestral temple when they were young. Because the predecessor was the red flag ancestral temple, a large number of family elements were retained in the school.<sup>[8]</sup> In the past two decades, Manchu Primary School has opened three other campuses, expanded the enrollment, and improved the education and teaching system. While the number of minority students has increased, Han students can also enter the school. With the help of the government, the school is getting better and better, and the education penetration rate of Manchu students is also increasing year by year. In 1990, the Manchu primary school had 16 teaching classes, 701 students, of which 86 were Manchu students, accounting for 12.27%, 46 teachers, two honorary principals, with a sports room, a library, a broadcasting room, a science and technology room, a music room, a reception room, a Young Pioneers department, a computer room, etc., each teacher was installed with an electric fan and a projector, and it was a school with national characteristics.<sup>[9]</sup> After entering the 21st century, the Manchu primary school, as a primary school with ethnic characteristics, has carried out a series of quality education activities. After several years of quality education practice, Manchu primary school has been improved both in terms of social reputation and teaching and research strength. As a characteristic ethnic school, Manchu primary school also carries the dream of a teacher's dream and the dream of expelling the enemy and regaining the lost land from enemy.

During the period around the founding of the People's Republic of China, the Manchu people in Guangzhou began to receive attention, so the education rate began to increase. According to the survey at that time, the education rate of the Manchu teenagers began to increase gradually, and the rate of illiteracy and semi-illiteracy decreased year by year. The dropout rate in 1949 reached 44%. After a decade of construction, the dropout rate only accounts for 26% of the total population. In 1956 "about Guangdong minority education work report": in the situation of the backward education in minority areas, the government vigorously take care of national areas development education career, regulations in the education funds, set up a batch of national education industry subsidies, solve the special needs of national education, every year allocated certain funds to our province. As an ethnic minority, the Manchu people received the support of the state, and the education cause was developed. According to the record, enter oneself for an examination above secondary school, below the same condition, get the care of priority admission. For students from poor families (large, middle and primary schools), the state grants grants or free tuition fees. Among the adult population, the number of Manchu adults in Guangzhou was 105 in 1949, but a decade later, the figure dropped to 71. The policy of Manchu minorities and the treatment of the majority of teachers and students have been implemented, and Manchu education has achieved rapid development after the founding of new China. In the 21st century, the Guangdong provincial government continued to adjust the policies of Manchu. With the support of the Manchu Association and the Manchu students enjoy various scholarships in the compulsory education stage. According to an interview with Ms.Guan Xuejuan, secretary general of Guangzhou Manchu History and Culture Research Association, Manchu people also enjoy bonus points policy in the exam in Guangzhou. In the promotion of junior high school, there is no promotion to university. Because of the community, the Manchu people in Guangzhou are scattered, so there is no extra points for the college entrance examination. After the founding of the People's Republic of China, the education cause of the Manchu people was thriving, and outstanding figures emerged constantly. For example,

Mr. Guan Shangzhi, the president of the Manchu Research Institute, a member of the Standing Committee of the 12th CPPCC in Guangzhou, and a national light industry model worker. The cultural structure of Manchu has changed fundamentally from the revolution of the 1911 Revolution to the restoration after the founding of the People's Republic of China and then to the 1990s.

#### 4. The deficiency and highlights of ethnic minority education in Guangdong

Under the pressure of imperialism and domestic bureaucracy, similar to most parts of the country, the ethnic minorities in Guangdong were also oppressed before liberation, and both economic and ethnic cultural education were very backward. After the founding of the People's Republic of China, Guangdong Province kept pace with the steps of the central government and promoted the educational equity of ethnic minorities in Guangdong Province. Although after decades of progress, especially after the reform and opening up, the education of ethnic minorities in Guangdong Province made rapid progress and a number of talents emerged, there are still many problems in this process. In the process of the development of ethnic education, various problems have also appeared, fundamentally for the unfairness of education, which can be manifested as the unreasonable allocation of resources. According to the data, in the 1960s, the unreasonable allocation of resources in Guangdong Province, which was mainly divided into three categories. The first category for minority students itself, Guangdong minority mostly in the "partial, far, small"<sup>[10]</sup> area, living conditions are difficult, combined with the minority society more early marriage early childbearing, so most women in primary school or primary school graduation has dropped out of school, led to a lot of people adult still in the illiterate stage. The second category for the problem of the school, before the reform and opening up in the school in the school layout and the school junk, data shows: many commune and brigade within the establishment of the school, if you need to go to school, need to go far away, not only takes up the student time, also increased the students' safety problems, so many parents choose to work students at home rather than go to school. In the only few schools, there are problems of "disrepair and serious decay", including the lack of teaching AIDS, and even the collapse of houses, resulting in the death of students. The third category is the problem of teachers. Due to the poor environment and customs in ethnic minority areas, some teachers in ethnic minority areas do not feel at ease in their work and their enthusiasm is not high. The report says the main reasons are that personal interests cannot be guaranteed, including problems such as "food rations are not provided" and "marriage cannot be solved".<sup>[11]</sup> To some extent, this also reflects the immaturity of the government's ethnic education policy at that time. Before the founding of the People's Republic of China to the reform and opening up, although the economic and social development of ethnic minority areas in Guangdong, there was still a big gap in the level of economic development and educational development compared with other regions. It is precisely because of the lack of non-standard and unreasonable management that brings the burden of family education in ethnic minority areas, so after the reform and opening up, these problems have been answered and solved accordingly, and the minority education in Guangdong Province has gradually become fair and standardized. Throughout the achievements of the past 70 years since the founding of the People's Republic of China, the ethnic minority education in Guangdong Province has made gratifying achievements in the formulation of supporting policies and facility construction. It has improved the educational facilities for ethnic minorities, improved the teaching environment, and ensured the quality of teaching. In Manchu primary school, after the founding of the new China in Guangzhou one of the most ethnic characteristic school, Manchu primary school was introduced to protect the Manchu traditional culture, and reflect the inner spirit of the traditional culture of the Chinese nation of education mode. In different age setting up different courses related to the Chinese nation traditional culture, including national knowledge, national costumes, etiquette, food, ethnic architecture, etc., and then the school national unity education should project curriculum development and practice research. In addition, more important is all levels of government and the social to minority school construction

provides vigorously help, according to the survey data according to 1983 to 1996, national areas construction, expansion and maintenance of 340000 square meters, including only after 1990 construction, expansion and maintenance of school buildings has more than 20 square meters, basically destroyed the dangerous house, and solve the difficulty of the school shortage in ethnic minority areas. At the same time, a series of supporting facilities have been added, including books and materials, sports, music equipment and other facilities. Under such circumstances, the cultural education of ethnic minorities in Guangdong has been very gratifying development.

As a political and military organization guarding southern Guangdong, the Eight Banners of Guangzhou is not only a visitor from afar, but also a special group different from the local society. Due to their special living habits and the regulations of the Qing government, the officers and soldiers of the Eight Banners and their families distinguished themselves from the local people. However, with the integration of Manchu and Han culture, the Manchu culture and Han culture have been integrated, and the Qing Dynasty also put forward the relevant policies of the reform of the education of the eight banners, in order to solve the problems of the children of the eight banners. If the long run goes on, the children of the eight banners gradually got rid of the name of "no knowledge". After the revolution, they adhere to the principle of "five countries", accept the Manchurian people to go to school, therefore, the past Han education is also gradually replaced by the whole Han education, not only so that the Manchurian people to break, contact with a richer Han culture and advanced Western scientific knowledge, more importantly, to promote the development of Manchu education, so that the Han level of the revolution and the gradual reduction of psychological barriers. More fortunately, after the founding of new China, they adhere to the principle of national equality, the descendants of the eight banners got the attention of the government, with the help of the government, won the local equal educational opportunities, not only improve the construction of Manchu primary schools, but also put forward a series of policies to help ethnic minorities in education, maintaining educational fairness, the emergence of a number of outstanding talents, so that the Manchus are truly rooted in Guangdong.

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