



The Similarities and Differences Between the Educational Development Histories of Northeast China and Southwest China from the Perspective of Regional Studies

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Abstract. From the perspective of regional studies, this paper discusses the development history of education in Northeast China (Manchuria) and southwest China (Yunnan-Guizhou Plateau) and compares the similarities and differences between the two. Firstly, the paper points out that cohesion and homogeneity within the region enable the study of regional education history to provide more in-depth conclusions with regional characteristics. Then, it analyzes that the southwest region, due to the relatively closed geographical environment, had an independent development of early education, while the northeast region, due to its geographical proximity to the Central Plains, had earlier accepted the influence of the Central Plains culture. In addition, this paper also discusses three modes of educational development: communication development, collision development and integration development. These three modes existed in parallel in different historical periods, influenced each other, and jointly promoted the progress of regional education. Finally, it emphasizes the key role of Central Plains culture in the development of education in Northeast and Southwest China, and the heterogeneity of the development of education in the two regions under the influence of the same culture. It aims to enrich and perfect the understanding of the whole educational history by comparing the educational development of the two regions and providing new ideas for the study of local educational history.

Keywords: History of education; regional research; educational thought; Yunnan-Guizhou Plateau; Manchuria Area

1 Introduction

1.1 The Connotation of a Region

A region, that is, an area with cohesion and homogeneity under certain criteria, has internal ties such as folklore, blood or culture, which make its internal ties stronger than external ones, and presents different cultural characteristics from other regions. When conducting historical research, to examine the whole of China from a comprehensive

perspective and carry out a holistic investigation, it is true that a basic law understanding based on the whole can be obtained, but this understanding must have a single and uniform characteristic. In his article *"The City in Late Imperial China"*, the scholar G. William Skinner proposes what is commonly understood as the historical events that interrupted the course of Chinese history, such as disasters, invasions, and upheavals. In fact, they did not affect all places evenly, and were often limited to a certain regional scope, and some major decisions of feudal dynasties did not always have the same impact on all places.^[1] The author agrees that this point of view is basically consistent with the national conditions of ancient China. From the records of the twenty-four histories, regardless of whether it is war or disaster, such events are characterized by gradualness, and their impact cannot spread across the entire country at the same time. no matter whether it is war or disaster. However, when a government order is issued from the top down, with the expansion of the scope of communication, its implementation time and implementation intensity will inevitably vary, so it will not have the same impact degree in different places. In addition, in the marginal areas of the rule, such as the Yunnan-Guizhou Plateau, Heilongjiang valley and other places. Most of the non-Han cultural ethnic groups live in concentrated communities (later referred to as ethnic minorities), whose existence belongs to their own culture. Although they are under the rule of Han culture and civilization, they have certain autonomy and will also present different cultural characteristics from the Han culture areas.

1.2 The Significance of Researching the History of Regional Education

Based on these factors, on the basis of the overall investigation, the research object of education history is transferred from the whole of China to the region. The conclusions and understandings obtained will inevitably have more connections and the same characteristics in geography, economy, culture, society and other structures due to the cohesiveness and homogeneity of the scope of review, so that the conclusions and understandings of regional education history will be deeper and more regional characteristics. And this conclusion and understanding can be fed back to the whole history, and then improve the basic law of the whole history.^[2]

And to the domestic education history research, the history of regional education in a specific area is methodologically based on the historical evolution of regional education. In order to enrich and develop the overall education history through some in-depth research, however, in the actual research, due to the restriction of realistic research conditions and the influence of research convenience. The regional division in regional history is mostly based on administrative divisions as the research units. Such as Sichuan Education History Draft, Henan Examination History, Fujian Education History, Taiwan Higher Education and so on. Its disadvantage is that the current administrative division may not be consistent with the "region", that is, there may be different geographical, cultural and social differences in this division, so that the research conclusion can not cover all the characteristics. Based on this problem, it is necessary to study the history of education according to the division of regions.^[3]

In the book *"The City in Late Imperial China"* mentioned above, G. William Skinner divided the 18 administrative provinces of the Qing Dynasty into nine regions North

China, Upper Yangtze, Middle Yangtze, Lower Yangtze, Southeast Coast, Lingnan, Northwest, Yunnan-Guizhou, and Manchuria.^[4] Take Yunnan-Guizhou and Manchuria for example, they are separated from the northeast and southwest of China, and because of the homogeneity and cohesion of their respective ethnic geography, they can be regarded as a typical regional division. This paper will analyze the development history of education in Yunnan-Guizhou (It is later referred to Southwest China) and Manchuria (It is later referred to Northeast China) from the perspective of regional studies, and compare their similarities and differences, so as to provide certain thoughts and ideas for the future study of local education history.

2 Similarities and differences in the development history of education between Northeast and Southwest China

2.1 The Discrepancies in the Development History of Education in Northeast and Southwest Regions

In the history of education development, there are different development progress and cultural differences between Northeast China and Southwest China, which has a great relationship with the geographical environment of the origin of the two cultures. Due to its geographical environment, the southwest region formed a relatively separate geographical environment from the Central Plains with the barrier formed by mountains.^[1] In the early stage of development, the Southwest region developed on its own internal exchanges and retained its own unique culture after exchanges with the outside world. However, there was no such barrier in the geographical sense between the Northeast and the Central Plains, which made the cultural exchanges between the two sides earlier and closer at the same time. However, the high geographical latitude in Northeast China makes the climate not pleasant. Compared with the southwest, the inhospitable climate and unsheltered terrain make people in the northeast more willing to travel south to communicate. It was precisely because of this geographical difference that when the Central Plains Dynasty declined, the regime in the southwest could only be separated and independent, while the regime in the northeast had the chance to compete with the Central Plains.

2.2 The Similarities in the Development History of Education in Northeast and Southwest Regions

In addition, the development history of education between the two sides had many similarities. Both sides accepted the influence of the Central Plains culture and developed in the influence, and the development situation can be summarized as the following three kinds: communication development, collision development and integration development.

Communication development, that is, the two sides imperceptibly carried out education and development in the cultural exchanges. For example, the migration wave caused by Emperor Wu of Han dynasty development of the southwestern region

brought advanced production technology. In addition, people like Yin Zhen from Southwest China returned to their hometown to teach after studying abroad. The Nanzhao government sent many nobilities to Chengdu to study literature, mathematics and so on. In the northeast, for example, Jiuyi "offered his music and dance", Ji Zi taught the ritual works of Tian silk in Liaoyang, and many famous scholars from the Central Plains went to exile Liaodong during The Three Kingdoms period to spread culture in Liaodong. This kind of exchanges between the people of both sides in the equal exchange of learning, development of education, supplemented by the form of political exchanges, namely exchange and development.

Collision development refers to the exchange between the two sides in the form of war, and the development of education in the collision of the two powers. For example, during the Nanzhao period, the Nanzhao regime invaded the Tang Dynasty many times. A large number of the working people who mastered advanced agricultural and handicraft production techniques were captured as slaves. They greatly promoted the development of Nanzhao's productive forces.^[5] After capturing the Lelang County of the Central Plains, the Goguryeo regime in the northeast began to fully learn Confucian culture, which accelerated the political, economic and cultural development of Goguryeo.

On the other hand, fusion development, as opposed to collision development, was the development mode in which official communication was the main form after the two governments became unified. For example, after Zhuge Liang pacified the Nanzhong Region in The Three Kingdoms period, he selected the local scholars, advocating the Central Plains culture and improved production technology. During the Ming and Qing dynasties, emperors implemented the policy of bureaucratization of native officers in the southwestern region, vigorously promoted school education, and other measures. These initiatives influenced the educational development of the southwestern region. In the northeast region, the magistrate of the Eastern Han Dynasty had already set up government schools and set up instructors to supervise education. In the Ming and Qing Dynasties, school education in the northeast region developed rapidly and reached its peak.^[6]

Communication development, collision development and integration development are not independent of each other but may parallel and influence each other at the same time. Together, they constitute the basic form of regional education development and jointly promote education development. In addition, no matter in the Northeast or the southwest, the development of education is not uniform and unified. For example, slavery still existed in Liangshan in 1949, and many ethnic groups in the Northeast also lived in the form of primitive settlements in the 20th century.

3 Conclusion

To sum up, the development history of education in Northeast China and Southwest China has similarities and differences due to the profound influence of geographical environment, ethnic composition, cultural tradition and other factors on the development of education. Due to its relatively closed geographical environment, the southwest

region formed a unique educational model in its early development, while the Northeast region accepted the influence of the Central Plains culture earlier because of its geographical proximity to the Central Plains, and its educational development was more synchronized with that of the Central Plains.^[7] And the development of education is not a single linear process but includes a variety of modes such as communication development, collision development and integration development. These modes existed in parallel in different historical periods, influenced each other, and jointly promoted the progress of regional education. In addition, the Central Plains culture played a key role in the development of education in Northeast and Southwest China. Whether through the peaceful cultural exchanges or through the collision of wars, the Central Plains culture has profoundly influenced the educational system and content of the two regions and has also been profoundly influenced by the Northeast and southwest regions. This also reflects the integrity of the Central Plains and the Northeast and southwest regions, which together constitute an essential part of Chinese civilization.

Under the influence of the same culture, the educational development of the northeast and southwest regions also showed heterogeneity. For example, slavery still existed in Liangshan in Southwest China until 1949, while some ethnic groups in Northeast China maintained primitive settlement lifestyles in the early 20th century. The existence of this heterogeneity indicates that there is still diversity and complexity within the region, which can be further examined in a more nuanced perspective.

In general, the history of education development is a complex and multi-dimensional process. It is hoped that this understanding of the law of education development in a specific region can enrich and improve the understanding of the overall history of education and provide certain thoughts and ideas for the future study of local education history.

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