

Appendix

Historical Milestones in Chinese Education

Historical eras		Prominent figures and historical achievements	Descriptions
Prehistory	Tang	Yao	Yao, Shun, and Yu were three legendary emperors in ancient China. Their stories were prevalent and recorded in the first millennium B.C., subsequently becoming political paradigms. In addition, the core concepts of education were embodied in the stories of these emperors
	Yu	Shun	Yu was said to be the founder of the Xia Dynasty. Although the Xia, Shang, and Zhou Dynasties were called the Three Dynasties, archeologists have not proven the existence of the Xia Dynasty
	Xia (ca. twenty-first–seventeenth century B.C.)	Yu (3rd millennium B.C.)	
Ancient China	Shang (ca. seventeenth–eleventh century B.C.)		Archeological evidence at Yinxiu, the capital of the late Shang Dynasty, confirmed that fully developed characters emerged in the Shang Dynasty. Later, the Zhou Dynasty widely succeeded the culture of the Shang Dynasty

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Historical eras	Prominent figures and historical achievements	Descriptions
Zhou (ca. 1027–222 B.C.) Western Zhou (ca. 1027–771 B.C.) Eastern Zhou (770–221 B.C.)	Duke of Zhou (eleventh century B.C.)	Scholars have regarded the Duke of Zhou as the primary founder of the ritual and musical systems of the Zhou Dynasty. Confucius admired and promoted the Zhou Dynasty culture, and Confucian followers endeavored to preserve this culture, compiling the Five Classics (i.e., <i>Classic of Poetry</i> , <i>Book of Documents</i> , <i>Book of Rites</i> , <i>I Ching</i> , and <i>Spring and Autumn Annals</i>) that influenced the thoughts of various pre-Qin scholars
Spring and Autumn period (770–476 B.C.) Warring States period (475–222 B.C.)	Confucius (551–479 B.C.)	Confucius founded Confucianism and cultivated numerous outstanding scholars, becoming a permanent paradigm of Chinese teachers. He organized and taught ancient classics, profoundly influencing the thinking and cultural development of China. <i>The Analects</i> was a work recording Confucius's words and behaviors that was compiled by his disciples
	Mozi (ca. 480–ca. 390 B.C.)	Mozi was the founder of Mohism. His thoughts were preserved in the <i>Mozi</i>
	Laozi	The existing period of Laozi was controversial. Laozi's thoughts were preserved in the <i>Laozi</i> (aka the <i>Tao Te Ching</i>)
	Mencius (ca. 390–ca. 305 B.C.)	Mencius was a crucial Confucian scholar, whose thoughts were preserved in the <i>Mengzi</i>
	Zhuangzi (ca. 365–ca. 290 B.C.)	Zhuangzi was a crucial Confucian scholar, whose thoughts were preserved in the <i>Zhuangzi</i> .
	Xunzi (ca. 340–ca. 245 B.C.)	Xunzi was a crucial Confucian scholar, whose thoughts were preserved in the <i>Xunzi</i>
	Han Fei (ca. 280–ca. 233 B.C.)	Han Fei developed Legalism and recorded his thoughts in the <i>Han Feizi</i>

(continued)

Historical eras		Prominent figures and historical achievements	Descriptions
Traditional China: early empires	Qin (221–206 B.C.)		Qin Shi Huang established a unified empire, consolidating the traditional Chinese political regime. The policy of the “burning of books and burying of scholars” substantially affected Confucianism and other schools of thought and ended the pre-Qin culture
	Han (202 B.C.–220 A.D.)	Taixue (the Imperial Academy) was founded to instruct on Confucian classics (134 B.C.)	Emperor Wu of Han established the Five Classics doctorate system to teach students in Taixue; thus, most high-order officers received a Confucian education. The emperor built a culture- and education-oriented political tradition
		Organizing the Five Classics and various ancient books and documents (ca. first century B.C.)	A considerable amount of ancient thoughts, history, and various knowledge-related documents were organized during the Han Dynasty
		Compiling Confucian works, such as the <i>Ten Wings</i> and the <i>Book of Rites</i> (ca. first century B.C.)	The works compiled in this period primarily originated from the Warring States period. The contemporary text versions available were possibly prototyped in the Han Dynasty. These works preserved the political ideas, laws, and regulations of ancient China. The <i>Book of Rites</i> contains essential works regarding ideas toward education such as the <i>Record on the Subject of Learning</i> , <i>Record on the Subject of Music</i> , <i>Doctrine of the Mean</i> , and <i>Great Learning</i>
	Taoism emerged	Taoism is a locally developed religion. Taoism and Buddhism spread from India to China and were formulating the basic beliefs of Chinese people	

(continued)

Historical eras		Prominent figures and historical achievements	Descriptions
Traditional China: Middle Ages (220–907)	Wei Jin Southern and Northern Dynasties (220–589)	Buddhism gained prevalence	Buddhism entered China during the Han Dynasty and flourished during the Period of Sixteen Kingdoms
	Sui (589–618)	The imperial examination system was established (605)	
	Tang (618–907)	The imperial examination system matured	The imperial examination system became the primary method that the government adopted to elect talented people. This system was implemented from Song to Qing Dynasties. Despite many reforms, this system was abolished in 1905
		Zen	After entry into China, Buddhism has been continually integrated with Chinese thoughts; Buddhism gained prominence in the Tang Dynasty. Zen is an example of the integration
	Confucian restoration	Buddhism and Taoism have thrived since the Southern and Northern Dynasties. In the mid-Tang Dynasty, Han Yu and other elite scholars initiated Confucian restoration, contributing to vigorous Confucian studies and the development of Neo-Confucianism during the Song Dynasty	
Traditional China: early modern period (908–1911)	Song (960–1279)	Cheng Hao (1032–1085)	The Cheng brothers are the primary founders of Neo-Confucianism. They substantially contributed to Confucian thought and education
		Cheng Yi (1033–1107)	
		Zhu Xi (1130–1200)	Zhu Xi compiled Neo-Confucian thoughts by combining the <i>Analects</i> , <i>Menzi</i> , <i>Doctrine of the Mean</i> , and <i>Great Learning</i> (i.e., the Four Books) and provided supplementary commentaries to the Four Books that reflected the physiological tendencies of Neo-Confucianism
		Lu Jiuyuan (1139–1193)	Lu was a scholar who was critical of Neo-Confucianism and held views opposite to those of Zhu Xi

(continued)

Historical eras	Prominent figures and historical achievements	Descriptions
	<i>Three Character Classic</i>	The original version emerged in the Song Dynasty. Numerous scholars adapted the <i>Three Character Classic</i> according to the social situations and needs of the time, making the <i>Three Character Classic</i> a fundamental reading to foster child literacy and inspiration
Yuan (1271–1368)	The <i>Interlinear Analysis of and Collected Commentaries to the Four Books</i> compiled by Zhu Xi was set as the basis of imperial examination (1315)	The Four Books replaced the Five Classics as the supreme classics and primary instructional materials until the imperial examination was abolished in 1905
Ming (1368–1644)	Wang Yangming (1472–1529)	Wang was a master of Ming Neo-Confucianism. He held views akin to those of Lu Jiuyuan and formed widespread civil lectures and scholar associations. Following the collapse of the Ming Dynasty, the Qing Dynasty forbade scholar associations and civil lectures. Thus, thoughts against Neo-Confucianism became mainstream among scholars in the Qing Dynasty
Qing (1644–1912)	A modern school was officially established in 1904. The imperial examination system was abolished in 1905	After the First Opium War broke out in 1840, China opened commercial transaction channels with foreign countries. In 1895, Taiwan was ceded to Japan In 1904, the Imperially Endorsed Statutes of Public Schools were promulgated and four school systems (i.e., elementary, middle, teacher, and professional schools) were established
Modern China (1912–present)	<p data-bbox="274 1224 426 1412">Republic of China (ROC) (1912–present)</p> <p data-bbox="274 1421 426 1610">People's Republic of China (PRC) (1949–present)</p>	<p data-bbox="438 1224 1020 1301">In 1945, the Second Sino-Japanese War ended. Taiwan returned to Chinese rule</p> <p data-bbox="438 1310 1020 1354">In 1949, the ROC government moved to Taiwan</p> <p data-bbox="438 1363 1020 1416">The ROC government implemented martial law during 1949 and 1987</p> <p data-bbox="438 1425 1020 1469">In 1978, the PRC announced its economic reform and open up policy</p> <p data-bbox="438 1478 1020 1555">In 1987, the ROC government lifted martial law, enabling various civil organizations to be established</p> <p data-bbox="438 1564 1020 1610">In 2000, the first alternation of party in power occurred in Taiwan</p>

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Historical eras		Prominent figures and historical achievements	Descriptions
Modern Taiwan (1945–present)	Martial law period (1945–1987)	In 1952, a Joint High School Entrance Examination was first implemented according to districts in Taiwan	In 1945, the Second Sino-Japanese War ended. Taiwan returned to Chinese rule
		In 1954, the government implemented Joint College Entrance Examination in Taiwan	In 1949, the ROC government moved to Taiwan
		In 1968, the government implemented Nine-Year Compulsory Education in Taiwan	The ROC government implemented martial law during 1949 and 1987 In 1978, the PRC announced its economic reform and open up policy In 1987, the ROC government lifted martial law, enabling various civil organizations to be established
	Post-martial law period (1987–present)	In 1994, the Teacher Education Act was legislated. Primary and secondary school teachers were no longer exclusively educated in normal schools, pioneering education reform	In 1994, civil organizations initiated the “410 Parade” to promote education reform as a public consensus
		In 2001, the Grade 1–9 Curriculum came into effect, replacing the curriculum standards for junior high and elementary schools that had been in use for 64 years. In addition, the Joint College Entrance Examination was abolished and substituted with the Multiple Entrance Program in 2001	In 1996, the Education Reform Committee proposed the Consultants’ Concluding Report on Education Reform to activate a physical reform. General senior high schools and universities have been increasingly and extensively established; however, vocational education substantially dwindled, and students lost their occupational goals
		In 2005, the Joint High School Entrance Examination was abolished and replaced by the Basic Competence Test for Junior High School Students	In 2000, the first alternation of party in power occurred in Taiwan

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Historical eras	Prominent figures and historical achievements	Descriptions
	<p>In 2011, the 99 Curriculum Guidelines for high schools and vocational schools came into effect to connect the Grade 1–9 Curriculum Guidelines</p> <p>In 2014, the Taiwanese government implemented 12-Year Compulsory Education. The Basic Competence Test was abolished and replaced with the Comprehensive Assessment Program for Junior High School Students and special enrollment</p>	<p>The Grade 1–9 Curriculum included competency indices, learning fields, flexible learning sessions, curriculum integration, a one-guideline multiple-text system, and competence test evaluations</p> <p>From 2004 onward, members of Taiwan society began criticizing the past decade of education reform</p>

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