

School Music Education Legislation in the Late Qing and Early Republican Periods

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Abstract: School education legislation is the fundamental guarantee for realizing educational activities and educational goals; it heralds the increasing importance of educational activities. The construction of school music education legislation was emphasized by the government of that time and some education insightful people. The topic of legislation construction of school music education involves the background, the combing of the content of legislation construction of school music education, as well as the significance and value of legislation construction of school music education are discussed. This paper takes the study of the construction of school music education regulations as the research object, through the collection and organization of historical materials in the late Qing Dynasty and the early Civil War period, combining with the relevant research experience since the modern times, on the basis of the thesis, to explore the research background of the construction of school music education regulations, the content of the school music construction regulations as well as the value and significance of the school music education, etc., and tries to make a macroscopic grasp of the construction of the regulations of the school music education in the period and give a fair historical judgement. and give a fair historical judgment.

Keywords: School Music Education; May Fourth Movement; School Music Songs.

1. Introduction

The outbreak of the Opium War in China in 1840 awakened China, which had been sleeping for thousands of years, and the foreign affairs school, which advocated learning from the western capitalist countries, appeared and put forward the idea of “secondary school as the body, western learning as the use” in order to seek wealth and power. They advocated “abolishing the imperial examinations, building schools, raising talents, and strengthening China”, and organized a large number of new-style schools, which opened up the history of government-run and privately-run school music education in China. Since 1901, China's school music education has gone through a process from scratch in terms of music education ideology, music regulations and teaching materials construction as well as music teacher training, etc. In this period, there are rich music education ideas and contents, and it is of great significance to examine and study China's school music education in this period for the better construction of contemporary music education.

2. Background of School Music Education in the Late Qing Dynasty

2.1. Political Background

The Opium War broke out in China in 1840, and because of China's defeat, the late Qing government was forced to sign the Treaty of Nanjing. The Treaty of Nanjing was the first unequal treaty in China's modern history, and it also deprived the Qing government of its independence, making China a semi-colonial and semi-feudal society. Subsequently, the Treaty of Simchatka was signed, and China gradually lost its national sovereignty, ceded its land, and faced numerous socio-economic difficulties. Under such internal and external difficulties, the late Qing government, in order to stabilize its authoritarian position as a feudal dynasty, began to look for strategies to resist the invasion of the great powers in order to alleviate China's internal contradictions, and thus the New

Deal of the late Qing Dynasty of 1901, which was aimed at preserving the Qing government, emerged. Educational reform was also one of the important initiatives, mainly including the abolition of the imperial examinations and the establishment of school halls, and school music education was officially kicked off.

2.2. Cultural Background

In “Christian Missionaries and the Inception of Music Education in Chinese Schools (Above)”, Gong Hongyu argues that the introduction of Western music education did not enter China with the Western invaders after the defeat of the Opium War, but that traces of Western music education had already appeared in the early 19th century in the early church schools in China. In the Tang Dynasty, Christianity had already been introduced to China. In the 19th century, the teaching schools established in China could be up to a hundred, the teaching content of the church school, art education and other subjects' education is the same important position. The main purpose of teaching was to spread religious teachings through art education. The teaching content included hymns, musical instrument lessons, etc. The target group was mainly children of wealthy families. The target group was mainly the children of rich families. Church schools have laid a good foundation for school music education in China, and at the same time, they have cultivated many music education talents and prepared teachers for the construction of school music education in China. For example, music educators such as Mr. Yang Yinliu, Mr. Shen Xinguang and Mr. Li Shutong were educated in church schools. Therefore, music education in church schools has made very important contributions to modern school music education in China, and it has significant meaning to modern music education in China as well as continuous influence on the development of modern music education in China.

3. Background of the Construction of School Music Education Regulations in the Early Civil Period

3.1. Social Background

In 1911, Dr. Sun Yat-sen led the Xinhai Revolution, which overthrew the Qing Dynasty. In 1912, Dr. Sun Yat-sen took the oath of office as provisional president, and the Republic of China was proclaimed, which ended the feudal monarchical dictatorship for more than two thousand years. The Xinhai Revolution was a bourgeois democratic revolution in the full sense of the word, and the calls for national equality, civil rights and freedom, and the well-being of the people's livelihood echoed across the Chinese land. The concept of democracy and republicanism began to take root in people's hearts, and the democratic concept of "if you dare to have an empire of your own, the whole world will fight against it" was formed in China. For the development of music education in China's construction schools laid a solid foundation; for China's construction of school music education regulations provide a possibility. However, due to the weakness of the Chinese national bourgeoisie, the Xinhai Revolution could not achieve a complete victory against imperialism and feudalism, although it had achieved important results. In March 1912, Yuan Shikai usurped the fruits of the victory of the Xinhai Revolution and stole the post of the president of the Republic of China in a vain attempt to overthrow the newly-established republic and set off a counter-current of the restoration of the imperial system. Democratic and progressive policies and decrees enacted by the Nanjing provisional government were all undermined. On December 12, 1915, Yuan Shikai was proclaimed emperor, and thereafter China was in a state of warlordism. However, the countercurrent was not the main stream, and with the ensuing wave of Yuan's "protection of the nation" throughout the country, Yuan Shikai was forced to revoke the imperial system and restore the republic on March 22, 1916, and eventually collapsed in June of the same year.

The unpredictable social and political changes in the early years of the civil war led to the extreme financial difficulties of the state, and at the same time led to the development of education and its regulations, which formed the trajectory of a spiral, and moved forward with difficulty in the midst of the twists and turns.

3.2. Cultural Background

With the deepening of the spread of Western ideas and the deepening of social contradictions, science and democracy became the theme of cultural development after the Xinhai Revolution. In education, the equal rights of men and women to education were realized; in teaching content, science and democracy were more prominent; in the construction of regulations, the innovation of the development of school music education regulations and construction was pushed forward as well as the further modification and improvement of the construction of regulations on school music education during the early years of the People's Republic of China. The collapse of the feudal autocracy catalyzed the change and innovation of education in the early civil period. After the establishment of the Ministry of Education of the Nanjing Provisional Government, Cai Yuanpei was appointed as the chief education minister and issued a series of decrees on education policy and established a new teaching system,

which laid a solid foundation for the development of school music education in the future. Yuan Shikai's restoration of dynastic rule led to the failure of educational reforms due to the feudal idea of respecting Confucius and reading the scriptures in education. The construction of school music education regulations in the early civil period temporarily stagnated.

In conclusion, under the social background of great changes in social and political structure, renewal of culture and value concepts, as well as the innovation of education, the construction of school music education regulations has its own internal development rules, and is affected and constrained by various factors such as socio-political, cultural and educational factors. In this context of struggle and upheaval, the development of school music education regulations has taken new steps forward.

4. The Late Qing Dynasty School Music Education Regulations Construction Content

4.1. Ideology of Music Education in the Late Qing Dynasty

At the end of the Qing Dynasty, the government was mainly guided by the educational ideology of the foreign affairs school, which advocated learning from western capitalist countries in order to change the situation of poverty and weakness of the country. The foreign affairs school put forward the idea of "secondary school as a body and western learning as a tool", which was the core of the educational ideology of the foreign affairs school. Feng Guifen was the first to put forward this idea, in the embryonic period of the foreign affairs movement, he said in the "Western learning", "such as the Chinese ethical name for the original, supplemented by the art of wealth and strength of the countries, not more good of the good?". At the same time, there is another foreign affairs school. At the same time, there is another important figure of the foreign affairs school Zhang Zhidong in the "persuasion of learning" in an article, a comprehensive exposition of the "secondary school for the body, Western learning for use" idea. Under the premise of respecting Confucius and reading the scriptures and adhering to the traditional rituals, learning the western rules and regulations, language and literature, and natural knowledge. The main purpose was to enrich the country and strengthen the army, and to "learn from the barbarians to control the barbarians" in order to maintain the rule of the Qing Dynasty.

Under the rule of the late Qing government, there was not a nationally unified purpose of education, which was generally based on respecting Confucianism and reading the scriptures. Until 1903 by the late Qing government promulgated the "Zao Ding school statutes", for the first time as for the establishment of the purpose of the school, no matter what kind of school, are based on loyalty and filial piety to the Chinese school of economics and history as the basis. So that the student's heart and mind a return to the pure Precautionary prevention of abuses of the intention", and asked 'outside the capital size of the civil and military schools should comply with the Oracle, in order to correct the tendency to create a generalist for the purpose'. This educational objective emphasized "loyalty and filial piety", fully embodied the spirit of "Chinese and Western", the core of which was the feudal idea of loyalty and filial piety. It was

the basis and guideline for the construction of school music education regulations in the late Qing Dynasty, and in 1906, the Qing government promulgated a new tenet: "Loyalty to the king, respect for Confucius, fairness, martial arts, and truthfulness," in which certain requirements were also put forward for school music education. This educational principle was used until the end of the Qing Dynasty.

4.2. Content of School Music Education Regulations in the Late Qing Dynasty

In 1902, the Qing government promulgated the "Regulations of the Imperial Schools", known as the "renyin school system", which was drafted under the auspices of the Minister of Education, Mr. Zhang Baixi. As far as educational legislation is concerned, it is the first document formally promulgated by the state to stipulate the school system in the history of China. Including the "qinding mengxue tang statute", "qinding xiaoxue tang statute", "qinding zhongxue tang statute", "qinding xuexue tang statute", "qinding jingshi university tang statute" and "examination and selection of enrollment statute" and other pieces. The "renyin school system" almost wholesale imitation of the Japanese school system statutes at all levels of various types of school system, training objectives, entry conditions, curriculum and other provisions. The school system has been published but not implemented. In the "qin ding xue tang charter" in the music class has not been included in the school curriculum.

In 1904, the Qing government once again issued by Zhang Baixi, Rongqing, Zhang Zhidong re-drafted the "Zao Ding school statutes", known as the "decimo school system". Including the "outline of school affairs", "the constitution of the school and family education law charter", "small school charter", "school charter", "teacher training school charter", "higher school charter", "University Hall Charter" and other 17 pieces. The "Dec. Mao School System" was the first complete modern school education system announced by the Qing government in the form of a decree and formally implemented throughout the country. The enactment of the school system is a major event in the history of modern education in China, which marks the disintegration of thousands of years of traditional feudal education in China, as well as the establishment of a new modern school system transplanted from the West".

There was no music program in these two charters, which was mainly influenced by the educational policy of "Middle School for Body, Western Learning for Use", the main purpose of which was to achieve the goal of "enriching the country and strengthening the army" by learning from the West, and to favor the feudal ideology and to maintain the feudal rule of the Qing Dynasty. Maintain the feudal dominance of the Qing dynasty, to a certain extent, hindered the development of school music education regulations.

On March 8, 1907, the Ministry of Education formally promulgated the "Regulations of the Women's Primary School" and "Regulations of the Women's Normal School". In these two statutes, music courses were offered for the first time.

The Ministry of learning to set the girls' primary school statute" stipulates that "women's primary primary school subjects where five subjects: said cultivation, Chinese language, arithmetic, women's red, gymnastics; outside the music and painting two subjects for the random section, can be added at their discretion": "women's higher primary school subjects where nine subjects: said cultivation, Chinese

language, arithmetic, Chinese history, geography, geography, painting, women's red, gymnastics: outside the music a section for the random section: music, its purpose is to enable the study of easy and elegant music and song, where the selection or preparation of songs. The subjects of girls' higher primary school where nine subjects: said cultivation, Chinese literature, arithmetic, Chinese history, geography, geometrics, drawing, female red, gymnastics: outside the music of a subject for the random section, may be added at the discretion of the music, the main purpose in the study of easy and elegant music, where the choice or the preparation of the lyrics, we must choose the period of time cut in the daily life of the ethics of those who are beneficial to the wind and education, in order to be sufficient to inspire their temperament, and to develop their moral character. The extent of their teaching, in the girls' primary school, it is appropriate not to use tablature, teaching easy single music songs; in the girls' higher primary school, the first to allow the teaching of the previous item, and then gradually use tablature to teach single music songs; "" female red, painting, music, gymnastics and other subjects. Specialized teaching can be placed"; in addition, the women's primary and higher primary school music can be fixed hours.

The Regulations of the Women's Teachers' Training College, as stipulated by the Ministry of Education, provided that: "The subjects of the Women's Teachers' Training College shall be cultivation, education, Chinese literature, history, geography, arithmetic and mathematics,

The subjects of the Girls' Normal School were: Cultivation, Education, National Literature, History, Geography, Arithmetic, Grammatical Arts, Drawing and Painting, Domestic Affairs, Tailoring, Handicrafts, Music, Gymnastics, and the subject of Music, which could not be taught to those who had learning difficulties among the apprentices; and the music, which was aimed at making the students feel that they had developed their will and cultivated their virtue, and that whenever lyrics were chosen or compiled, they must be chosen for their benefit of the wind and the teaching of the subject. The extent of its teaching is to teach monophonic and polyphonic songs and the use of musical instruments, and to teach the order of the law of music"; the duration of music lessons is one hour per week in the first and second years of the school year, and two hours per week in the third and fourth years of the school year: in addition, it also stipulates that the equipment used in music lessons "should be fully equipped and be suitable to teach the subject of women's teacher-training to the extent that It was also stipulated that the equipment used for music lessons "should be complete and adequate for the teaching of the subjects of the women's teacher training.

In these two statutes, music courses were established, and the teaching points of the contents of music courses were clearly stipulated, which provided a legal guarantee for the construction of school music education regulations, and also played a founding role for the development of school music education in the early Republic of China.

In 1909, the Ministry of Education promulgated the "Request by the Ministry of Education for Changing the Statutes of Elementary Schools" and the "Request by the Ministry of Education for Changing the Curriculum of Secondary Schools into Liberal Arts and Practical Subjects". In these two statutes, it was stipulated that in the curriculum of the primary school, "music and song is attached to the subject". The "music and song" class was introduced in the men's school.

On December 30, 1910, the Ministry of Education issued the “play to change the curriculum of the two primary schools”, in this document the music curriculum not only in the girls' primary school, girls' teacher training school, but also in the men's primary school and secondary school have been confirmed by the school music education regulations, music as a formal course of study in the status of school education has been established.

Through the above, the status of music courses gradually rose, music courses were emphasized, and music courses were included in the school curriculum system for the first time, which was of pioneering significance. It also laid the foundation for later research on the construction of school music education regulations. At the same time, the co-educational classroom demonstrates the idea of openness, which is of great positive significance.

5. The Early Civil Period of School Music Education Regulations Construction Content

5.1. Music Education Ideology in the Early Civil War Period

At the beginning of the Civil War, Sun Yat-sen's “Three Principles of the People” was the guiding ideology of education and the basic basis for the designation of educational regulations. He said in the article “History of the Chinese Revolution”: “I seek the Chinese revolution, the doctrine that I hold, there are inherited from our country's ideas, there are regulations to support the European doctrine of the deeds, there are my unique view and created”. In the Three Principles of the People, all aspects of the field of education are involved. Therefore, the education ideology based on the theory of Three Principles of the People also inherits the traditional Chinese education ideology, draws on the education ideology of the western countries and the unique insights of Dr. Sun Yat-sen in the practice of revolution. Sun Yat-sen's educational thought has three main points. Firstly, he emphasized the position and role of education in the development and construction of the country, believing that “education is the key to founding a country” and that “scholars are the foundation of the country. “. Second, that the purpose of education is “to seek happiness for the common people, for the country to be rich and strong”, “to serve the country, to serve the community”. Thirdly, he advocated the establishment of a new education system centered on popularizing national education, advocated the establishment of “more schools, so that there will be no unlearned person and no unlearned place in the world”, and endeavored to realize the education for all “no matter how noble or lowly, all of them will strive to learn”. Dr. Sun believed that school music education should cultivate talents to serve the society, the country and the common people. Sun Yat-sen proposed for the current situation of music education at that time, his educational ideas reflect the progress of the times, Mr. Sun Yat-sen took the essence and removed the dross, the combination of theory and practice constitutes China's system of educational thought, his system of educational thought dislikes the establishment of the school music education regulations and construction of the study played an important role in the traction.

Cai Yuanpei's “five education” education thought Cai Yuanpei called military education, pragmatism education and

civic moral education “education of the phenomenal world”, that they are subordinate to the political education, is to realize the needs of the community and its pursuit is the happiness of the phenomenal world. happiness of the phenomenal world. On the other hand, education for beauty and worldview is “education beyond politics”. Cai Yuanpei called it “education of the physical world,” which is based on a higher and deeper rational understanding and pursuit of the nature of the human body. At the same time, he believed that the education of the physical world could, to a certain extent, make up for the shortcomings of the three kinds of education of the phenomenal world, and could teach people to approach and comprehend the essence of the physical world, beyond the real world of politics. However, whether it is the education of the phenomenal world or the education of the physical world, the fundamental purpose is to “cultivate the sound personality of the citizens” and to improve the moral and cultural quality of the citizens. After the publication of Cai Yuanpei's educational policy of “five simultaneous education”, it was accepted by the educated people. It laid the theoretical foundation for the first class education aim of China in the early civil period.

The Ministry of Education issued the Decree on Educational Aims, amending the original educational aims of “loyalty to the king, respect for Confucius, public service, martial arts, and truthfulness”. It added a new policy of emphasizing aesthetic education, which read: “Focus on moral education, supplemented by practical education and military education, and complete the morality with aesthetic education”. This was a major advancement and breakthrough in the thought and content of school music education.

5.2. Content of School Music Education Regulations in the Early Civil War Period

On January 19, 1912, the Ministry of Education issued the Provisional Measures for General Education and the Provisional Curriculum Standards for General Education. The issuance of these two provisional ordinances gave school education and teaching in the early civil period a unified standard and created conditions for the normal development of teaching and learning in school music education. These two provisional ordinances made clear provisions on the names, educational contents, curricula, and teaching requirements of ordinary schools and teacher training schools, with the aim of abolishing the original feudal contents, abolishing the feudal education system which centered on “loyalty to the king” and “respect for Confucius”, and setting up the Bible-reading course as the main method. The aim was to abolish the original feudal content and abolish the feudal education system, which centered on “loyalty to the emperor” and “respect for Confucius” and was mainly based on the establishment of the Bible reading course. Through the reform of the old education, a new teaching system was established to bring education in line with the national objectives of the Republic, the spirit of bourgeois democracy and the needs of capitalist production and development. Music was formally included in the curriculum of general school education, and the music class offered in elementary school and higher schools was called “singing class”, which was designated as an elective subject and added as appropriate, and it was proposed that the singing teaching in primary schools could be attached to the gymnasium class, and that the singing class in higher primary schools would be increased in degree. The Provisional Curriculum Standard for

General Education” determined the status of music education in China's school education at the beginning of the Civil War, and laid the foundation for the improvement of China's school music education regulations.

On September 3, 1912, the Decree on the School System was promulgated, which is known as the “Nonny School System”. The school system has been used until 1922 by the Beiyang government promulgated the “school system reform case” introduced and abolished, before and after a decade.

On September 28, 1912, the Ministry of Education issued the Order on Primary Schools and the Teaching Rules and Curriculum for Primary Schools, in which elementary school music classes were called “singing” classes [7].

On March 19, 1913, the Ministry of Education announced the “secondary school curriculum standards” [7], the document will be the secondary school music class is also called “music and song” class. The provisions of the secondary school “music and song” class: the first year for the first weekly lesson content for “basic exercises, songs”; the second and third years for the first weekly lesson, the teaching content for “basic exercises, songs, music In the second and third school years, the teaching content is “basic exercises, songs and music”; in the fourth school year, the teaching content is “basic exercises, songs and music” for one lesson per week. The number of weekly hours of music lessons and the teaching content of each school year in secondary schools were adjusted and clearly defined. It was the first curriculum standard in the history of school music education in China.

On September 28, 1912, the Ministry of Education promulgated the “Normal Education Order” [7]. On December 10 of the same year, the Ministry of Education promulgated the “Normal School Regulations”, which made relevant provisions for the music curriculum of teacher training schools, and its music class was called “music and song class”. The music class was called “music and song class”, and stipulated the teaching content and hours of music and song class, which showed that great importance was attached to teacher training, and it was the first teacher training school curriculum standard in the history of China's school education.

In 1914, the ministry of education promulgated “the ministry of education to consult the provinces please injure the teacher training and elementary school focus on the national language handmade drawings music text” [7] asked the provincial teacher training schools and elementary school to focus on the teaching of music class, and emphasized the important position of music class in education.

In August 1914, the Ministry of Education announced the “order textbook compilation program review will be proposed to cultivate the national language education music and song and other subjects application policy text”. It was stipulated that the teaching materials of the music and song class must “cultivate the spirit of nature and inspire the spirit of the main, all Chinese words that are close to the soft and extravagant are prohibited from being composed into music and song, in order to eliminate the slightest gradual change.

On January 22, 1915, the Ministry of Education promulgated the Outline of Education and the Essentials of Education. The main contents of the Outline of Education were: “Moral education as the warp, practical education and martial education as the woof; moral, practical and martial education as the body, and pragmatism as the use.” The main contents of the “Essentials of Education” are: “Patriotism, martial arts education, respect for practicality, the law of

Confucius and Mencius, the importance of self-governance, and abstaining from greed and contention, and abstaining from impatience. The main purpose of these two educational documents was to accomplish Yuan Shikai's restoration of feudalistic education and to hinder the development and advancement of school education in China.

On July 31, 1915, the National Schools Order and the Higher Primary Schools Order were promulgated, stating: “National schools provide the basic education of the nation, paying attention to the physical and mental development of children, providing them with appropriate training, and teaching them the foundations of national morality and the general knowledge and skills necessary for national life”. The duration of study in national schools is four years”; ‘the subjects taught in national schools are cultivation, Chinese literature, arithmetic, handicrafts, drawing, singing and gymnastics, with sewing as an additional subject for girls’, and ‘handicrafts, drawing, singing or a number of other subjects may be omitted temporarily as a last resort’. One of the subjects of handicrafts, drawing, singing, or number of subjects may be suspended in case of necessity”. “Those who specialize in one or more of the subjects of handicrafts, drawing, singing, gymnastics and sewing are specialized teachers”, ‘National school teachers must have graduated from a teacher training school or a school designated by the Director-General of Education, or have been examined by the National School Teachers’ Examination Committee and have been issued with a certificate of authorization. “National school teachers must have graduated from a teacher training school or a school designated by the Director-General of Education, or have been examined by the National School Teachers’ Examination Committee and have received a certificate of authorization”.

In November 1915, the Ministry of Education promulgated the following. The Ministry of Education issued regulations in November 1915, stipulating that: “Preparatory schools shall pay attention to the physical and mental development of children, provide them with elementary general education, and prepare them for secondary school”; “Preparatory schools shall be attached to secondary schools”; and “Preparatory schools shall be divided into two periods, the first being four years and the second three years. The first period is four years and the second period is three years”.

On January 8, 1916, the Ministry of Education promulgated. The former stipulated that: “National schools shall educate children in accordance with the purpose of Article 1 of the National Schools Order”; “It is desirable that children should be physically and mentally developed and sound; all education must be suited to the degree of development of the child's body and mind”; “Equal importance should be given to physical, intellectual, emotional and spiritual education”. Physical, intellectual, emotional, and moral education should be given equal emphasis in order to develop the child's abilities, and attention should be paid to the instruction of all subjects, regardless of what they are, in matters relating to national and moral values”; the latter stipulates that: ‘Higher elementary school shall educate children in accordance with the aims of article 1 of the Higher Primary Schools Order’; ‘Singing is appropriate in accordance with the Regulations for the Enforcement of the National Schools Order’; and ‘Singing is appropriate in accordance with the aims of the National Schools Order’. Singing shall be taught in accordance with the provisions of article 8, paragraph 2, of the Regulations for the Enforcement of the National Schools Order, with a

gradual increase in the degree of instruction, and simple polyphonic singing may be taught at the discretion of the school". The number of teaching hours per week for singing lessons in higher elementary schools was the same as in national schools.

In June 1916, Yuan Shikai collapsed, and on July 12, Fan Yuanlian was reappointed as the general director of education, announcing that he would "effectively implement the educational policy announced in the first year"; on September 7, the Ministry of Education sent a letter to all provinces and districts ordering the revocation of the Educational Outline; and in October it was revised and published and the rules for its implementation eliminated the respect for Confucianism and the reading of the Bible, stipulating that "national schools shall implement the national education policy" and that "national schools shall implement the national education policy". "National schools provide the fundamental education of the nation, emphasizing the physical and mental development of children, providing them with appropriate training, and imparting to them the foundation of national morality and the general knowledge and skills necessary for national life"; "Higher elementary school aim to improve national school studies and complete primary general education". "In May 1917, the Constitutional Review Committee rejected the proposal to make Confucianism the state religion and revoked the provision in the 1913 draft constitution that "national education shall be based on the teachings of Confucius".

In April 1919, Cai Yuanpei, Fan Yuanlian, Chen Baoquan and 24 other people formed the Education Survey Committee, which adopted the "Study of the Purpose of Education" submitted by Shen Enfu and Jiang Menglin, pointing out that: "Our country should cope with the trend of the world with a republican system of government, and we should learn from the strengths of the United Kingdom, France and the United States", and that the purpose of education should be to "cultivate a sound personality and develop the spirit of republicanism". The spirit of republicanism is the aim". He also explained: "The so-called sound character should have the following conditions: First, private virtue is the basis for establishing oneself, and public virtue is the basis for serving the society and the country. Secondly, the knowledge and skills necessary for life. Third, a strong and active body. Fourthly, beautiful and joyful feelings." In October 1919, the Fifth National Federation of Educational Associations was held in Taiyuan, and passed the "Motion to Abolish the Aims of Education and Declare the Essence of Education", which requested the Ministry of Education to explicitly abolish the previously announced aims of education, and explicitly declare that the "cultivation of a sound personality and development of a republican spirit" agreed upon by the Educational Investigation Committee was the essence of education. "To be studied and interpreted by all educators." Since then, people in China's educational and intellectual circles have been warmly discussing the aims of education (or the original meaning of education) in connection with the revision of the school system.

6. The Significance and Value of the Construction of School Music Education Regulations

During the late Qing and early Republican period, the construction of school music education regulations in China

was a difficult course of development, and the course of the construction of school music education regulations in the late Qing and early Republican period had a great influence on our later generations. The school music education regulations in the late Qing and early Republican period mainly accompanied the establishment of the new-style school, as well as the rise of the school music songs, and the sprouting and development of the school music education regulations. It promoted the development of music education in ordinary primary and secondary schools, as well as the music education in teacher training schools, and made great contributions to the development of school music education in China. In the Republic of China, some decrees, such as the Decree on Normal Education, the Regulations of Normal Schools, and the Curriculum Standards of Normal Schools, provided teachers for the development of music education in ordinary primary and secondary schools. Laid the foundation for the development of school music education.

Promoted the evolution of the nature of music education. The construction of school music education regulations in the late Qing and early Republican periods promoted the advancement of the nature of music education from aristocratic ritual education to national education. For example, in the late Qing Dynasty, the Decameron School System was enacted, which stipulated that "all nationals over the age of seven" should be enrolled in elementary schools. A step forward was taken. In the early civil period, Sun Yat-sen proposed: "more schools, so that the world has no unlearned people, no unlearned place" [2], the development of music education, played a positive role, but also at the same time towards the direction of the national music education continues to move forward.

Accelerated the innovation of the sound education ideology in the beginning of the Civil War will be "beauty education" included in the purpose of school education and to be promulgated, is a milestone in the development of school music education regulations. It was the first time that the status of aesthetic education in school education was established in the form of legislation, and had an important impact on the thought of music education, i.e., it promoted the transformation of the feudal "rites and music" concept to the modern thought of aesthetic education. The modern idea of aesthetic education abandoned the Confucian ideology of rituals and music, advocating that the center of music education on the experience of beauty and the cultivation of comprehensive and harmonious development of human beings, and that through aesthetic education, we can cultivate the human mind and transform the national nature so as to achieve the purpose of transforming the society. This new music thought of advocating aesthetic education is the innovation of the feudal "rites and music" education thought, and the construction of school music education regulations in the late Qing Dynasty and the early Republican period is an important force that promotes and pushes the innovation of this music education thought.

7. Conclusion

Through the research and combing of school music education regulations in the late Qing Dynasty and the early Republic of China, the construction of school music education regulations in China in the late Qing Dynasty and the early Republic of China objectively conformed to the requirements of social development at that time, and had an important and far-reaching influence on the development of

modern school music education in China, and summarized the legislative experience of the construction of school music education regulations in this period, which provides a reliable basis for the development of our future music education legislation. So that the construction of school music education regulations continues to move forward towards a bright future.

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