

The content and reform evaluation of the "Bill of Sanshe"

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Abstract: The guiding principle of the "Bill of Sanshe", that is, the idea that talents should be selected from schools, has been followed by rulers of later generations. From this, we can see that the "Bill of Sanshe" occupies a rather important position in the history of the development of China's education system, and it has great influence on school education, as well as the resulting dispute of talent selection between the school and the imperial examination. Until now, the historical lessons are relevant today.

Key words: the "Bill of Sanshe"; historical influence; higher education

1 Introduction

The "Bill of Sanshe" is a teaching reform method proposed by Wang Anshi in the Northern Song Dynasty during the Xining Xingxue, and the creation of the "Bill of Sanshe" is an important construction for the school system reform in the Northern Song Dynasty. By the end of the Song dynasty, this system has been practiced in the Imperial College. It once extended to the local official school, and gradually replaced the imperial examinations and became the main means of selecting officials.

2 Background to the emergence of the "Bill of Sanshe"

2.1 The situation of school education

Schools cultivate talents, and the imperial examinations select talents. Schools and the imperial examinations should be combined with each other and promote each other. However, in the early Northern Song Dynasty, due to the government's policy of "emphasizing the imperial examinations, neglecting schools", a pattern of prosperity in the imperial examinations and decline in schools emerged in society. It is hard to describe the prevalence of the imperial examinations. As for the schools, there is not much to say. The decline of school education can be summarized as follows.

Firstly, the scale was pathetically small. It should be recognized that in the early years of the Northern Song dynasty, Emperor Taizu of Song decided to build schools in the original site of the Zhou dynasty's Guozijian. And in June of the third year of Jianlong (962), there was appearing that "gathering disciples to lecture". It is worth noting that in the following eighty years, there was only the Guozijian, also known as the Guozixue, and there was no independent imperial college, which was just one of the three colleges under the Guozijian. As a unique centralized government-run school, the state of the Guozixue was not good either. In terms of the number of the students, there were 300 students in the Tang Dynasty, but in the early Song Dynasty there were only 70, less than a quarter of the number in the Tang Dynasty.

Secondly, the school construction was in tatters. From the beginning of the founding of the State to the eve of the Qingli, this situation had not changed much. At that time, people compared the school construction of the Guozijian in the early Song Dynasty with that of the Han and Tang Dynasties: "The universities in the Han Dynasty had 240 houses, more than 800 classrooms and 30,000 students. In the Tang Dynasty, there were 1,200 classrooms. Nowadays, there are only about 200 rooms in universities. The space is too small to accommodate students." This is exactly the true portrayal of the decline of the imperial school.

Thirdly, the teaching faculty was inadequate. At that time, there were two major problems with the teachers of the national School. First, there were many vacancies. The second was improper hiring. Teachers were not put in the right places. The children of officials were often placed in schools as teachers [1].

2.2 The problems of the imperial examination system at that time

Wang Anshi severely criticized the school education and the imperial examination system at that time. Wang Anshi was not only strongly opposed to the imperial examination system that focused on language at that time, but also opposed to the educational content that was detached from the use of learning. Wang Anshi always attached importance to training and selecting talents through schools. He advocated that the school was a place for selecting talents, and education must be valued. The school would eventually become a vassal of the imperial examinations. Wang Anshi advocated the development of education by taking scholars from schools, which was very insightful. Therefore, during the period of reform, he adapted to the needs of the development of the times, and put forward proposals and measures for educational reform in view of the advantages and disadvantages of the imperial examination system and the school system in the Northern Song Dynasty.

3 The content of the "Bill of Sanshe"

3.1 House promotion system

Students are divided into three grades: outer resident, inner resident and upper resident. At first, there are 100 students in the upper house, 200 students in the inner house, and no restrictions for students in the outer house. And government subsidies for university students are increasing every year.

Teachers conduct a "private test" for their students once a month, and are responsible for recording the students' academic performance and conduct every month. Those who fail to pass the private examination for three times will be demoted from the upper house to the inner house, and from the inner house to the outer house, and the outer house will be expelled [2].

The school holds a "public examination" once a year, from which the students who pass the grades are selected, and the students are supplemented by the academic conduct at the same time [3]

An examination is held every other year to select qualified students from the house, with reference to the academic conduct at the same time to supplement the house.

Upper house students are divided into three grades according to their accumulated test scores and academic conduct. Superior ones can report to the court and be directly appointed as officials. Intermediate students can be exempted from the first few pre-exams of the imperial examination and directly participate in the palace examination. Lower class students (including some excellent inner house students and individual outer house students) can also obtain the qualification of selecting students for admission to the highest rank of the Imperial College [4].

3.2 Teaching content

Wang Anshi issued *San Jing Xin Yi* to standardize the content of teaching materials. He opposed the teaching content of poems and songs of that time, and believed that scholars and young people should concentrate on the study of classics

and principles. He advocated the contemporary rites and music, criminal justice, the experience of the former kings and the classics of Confucianism as the teaching content. And from the need of political reform, he put forward the idea of unifying teaching materials [5]. In the sixth year Xining, the Jingyi Bureau was established, Wang Anshi personally presided over the interpretation of *The Book of Songs*, *The Book of History*, *The Book of Changes* three books.

4 Evaluation on the reform of the "Bill of Sanshe"

4.1 Positive impact

(1) It is good for teaching. Students could learn step by step and rose from outer house to upper house, which can stimulate students' enterprising heart [6].

(2) There are unified teaching materials. In order to unify ideas, Wang Anshi gave the *San Jing Xin Yi* to schools for students to read, and made school a place to learn the reform, publicize the reform, and train talents.

(3) There is a relatively complete examination and assessment system. There were monthly, quarterly, and annual examinations. There were private and public tests; and there was admission promotion house awarding officer [7].

(4) The school has the right to select scholars. In the past, scholars had to pass the imperial examination before they could be awarded officials, but at that time they could also be awarded officials without passing the imperial examination. The first place in the imperial examination was called "Champion", and the first place in the upper house was also called "Champion", which was also valued, breaking the monopoly of the imperial examination for scholars [8].

4.2 Negative impact

Restricted by the times and class, the "Bill of Sanshe" also has its negative effects. Because instructors are familiar with students, and it is difficult to avoid the interference of personal emotions, subjective likes and dislikes, and stereotypes, the selection of talents is not objective and fair. In fact, if the instructor does not agree with the student's academic views and political views, or the student does not seek the favor of the instructor, the student will be caught as soon as there is a deficiency, which is very likely to lead to the burial of talent. On the contrary, for those students who are good at flattery, even if their academic character is mediocre, they are likely to be promoted. For instructors, if selfish greed is involved, there is nothing fair and objective about it [9].

5 Conclusion

As an innovation in the management system of universities in ancient China, the "Bill of Sanshe" not only played a positive role in school education in the Song Dynasty, but also had a profound impact on the education in the later Yuan, Ming and Qing dynasties.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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