

the Buddha after mastering the Dai language and sutra, thus becoming the intellectuals of the Blangs.

In the modern times, the western missionaries went into the areas inhabited by ethnic minorities to spread the Christianity and Catholicism, exerting some influence upon the education of ethnic minorities. Some missionaries created alphabets for the ethnic minorities that had none, translated the Bible in the new writing, compiled the schoolbooks and cultivated a number of intellectuals. In 1899, a British priest ran a Miao school in Anshun, Guizhou Province, the first mission school for the Miaos, mainly instructing in the Chinese of the Han. In 1905, British priest Burgly set up a mission school—Guanghua School in Shimenkan, Weining, Guizhou Province. He and some Miao intellectuals designed the phonetic letters of the Miao language—later called the Burgly writing of the Miao language, in which the Bible and other Miao literature were published. In the 1940s, western missionaries created the alphabet of the Jingpo language in the Jingpo-inhabited areas and ran schools. Starting from 1922, they ran three mission schools in Dengge, Kalan and Lulan to teach the writing of the Jingpo Language.

II. Emergence and Development of Modern Education for Ethnic Minorities

Modern school education emerged in the early 20th century with new reforms characterized by abolishing the imperial examination and running of the schools.

1. Modern Education in the Late Qing Dynasty

In 1903, the government of the Qing Dynasty promulgated and implemented the Regulations for Presented and Ratified Schools. The Regulations for Presented and Ratified Schools, consisting of a series of regulations on education such as the Regulations for Presented and Ratified Higher Primary Schools, the Regulations for Presented and Ratified High Schools and the General Rule for Presented and Ratified Vocational Schools, marked the beginning of China's pre-elementary education, elementary education, secondary education and vocational education. However, running state-owned vocational schools in the border areas started in the 1930s. By the end of 1936, there were eight state-owned vocational schools in the ethnic