



Undergraduate assignment feedback form
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<i>For completion by marker:</i> <i>Comments:</i>	
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A presentation about reading chapter

– Chapter Seven p.250-264

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graph LR; A["Zheng Xuan and the Synthesis of Old and New Text Learning"] --- B["Historical Evaluation"]; A --- C["Life and Works"]; A --- D["Commentary"]; E["Conclusions for Methodological Innovators and the Expansion of Philology (I, II, and III)"] --- F["Zheng Xuan and the Synthesis of Old and New Text Learning"];
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Zheng Xuan and the Synthesis of Old and New Text Learning

Historical Evaluation

Life and Works

Commentary

Conclusions for Methodological Innovators and the Expansion of Philology (I, II, and III)

Historical Evaluation

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graph LR; A[Historical Evaluation] --> B[The influence of Zheng Xuan]; A --> C[Veneration for Zheng Xuan by Qing classicists]
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*The influence of
Zheng Xuan*

*Veneration for Zheng
Xuan by Qing classicists*

The influence of Zheng Xuan

Zheng Xuan 鄭玄 (127-200), is the **greatest textual exegete** among pre-Qing classicists.

Such was the respect Zheng enjoyed during his life that he was called “Minister of Finance” 大司農 despite his never having assumed this post that had been offered him.

- **Eastern Jin dynasty:** His influence waned in the south of China after the Eastern Jin dynasty, but it flourished in the north where textual exegesis, rather than hermeneutics, held sway.
- **Qing dynasty:** His reputation reached superstar status during this time, which period witnessed the popularization and ultimate paramountcy of the philological approach.

Veneration for Zheng Xuan by Qing classicists

Ling Tingkan 凌廷堪(1757-1809), who is the notable Qing commentator on ritual texts.

“Appraisals of Three Confucians of the Later Han with Preface”後漢三儒贊並序

As for Lord Xu [Shen] Shuzhong, Lord Fu [Qian] Zishen, and Lord Zheng [Xuan] Kangcheng, they all capped the Eastern Han, and assuredly were the outstanding figures of the grove of Confucians. One excelled at philology, one was skilled in the Spring and Autumn Annals. *The greatest one's merit lay in the Six Classics, whose learning also mastered the Seven Apocrypha—how elegantly refined! How richly accomplished!*

若夫許君叔重、服君子慎、鄭君康成，皆東漢之冠冕，洵儒林之翹秀，或長於小學，或精於春秋。
其大者則功在六經，學通七緯，彬彬乎！鬱鬱乎！

Veneration for Zheng Xuan by Qing classicists

Gu Yanwu 顧炎武 (1613-1682), “Relating the Past” 述古

He who transmitted the Six Classics, was the ancestor of exegesis and glosses. Confucius prized much learning through listening, men of Han were close to antiquity. Ritual implements with poetic sounds and ritual countenances— His practicing of them probably can still be observed. Great indeed, was Zheng Kangcheng! In investigating him—nothing but can be emulated. He mastered the entirety of the Six Arts, the Hundred Masters were also utilized. Up to the present the Three Ritual Texts are extant, his learning is not just “mending society in a small way.”

六經之所傳，訓詁為之祖，仲尼貴多聞，漢人猶近古，禮器與聲容，習之疑可睹，
大哉鄭康成，探蹟靡不舉，六藝既該通，百家亦兼取，至今三禮存，其學非小補。

Veneration for Zheng Xuan by Qing classicists

Qing classicists of the Han-learning persuasion drew inspiration and motivation for their research from the example of Zheng Xuan.

- **Wang Chang** 王昶 (1725–1806), *Zhengxuezhai* 鄭學齋, “Study to Apply Zheng’s Learning”
- **Kong Guangsen** 孔廣森 (1753–1787), *Yi-Zhengtang* 儀鄭堂, “Hall of Ceremony for Zheng”
- **Zhou Zhongfu** 周中孚 (1768–1831) sported an alternate style of *Zhengtang*, as seen in the name of his important bibliographical study *Notes on Books Studied in the Hall of Zheng* 鄭堂讀書記
- **Li Ciming** 李慈銘 (1830–1895) occasionally used the literary name of *Zhenghan* 鄭盦, “Cauldron of Zheng”
- **Wu Dacheng** 吳大澂 (1835–1902) used the *hao* of *Zhengkan*, “Shrine to Zheng”
- **Jiang Fan’s** 江藩 (1761–1830/31) literary name was *Zhengtang* 鄭堂, “Hall of Zheng”

Life and Works

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graph LR; A[Life and Works] --- B[Educational Experience]; A --- C[Academic Career]; A --- D[Death and Heritage];
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Educational Experience

Academic Career

Death and Heritage

Educational Experience

His biography reads almost as an illustrative epitome of the process of classical learning through oral instruction from a master via a catechism.

- **Diwu Yuanxian 第五元先(fl. AD150) of Jingzhao**

Mr. Jing's Changes, Gongyang's Spring and Autumn Annals, Three Sequences Calendar, Nine Chapters on the Mathematical Arts.

京氏易、公羊春秋、三統歷、九章算術

- **Zhang Gongzu 張恭祖(fl. AD150) of Eastern Commandery**

Officials of Zhou, the Records of Ritualists, Mr. Zuo's Spring and Autumn Annals, Han's Poems, Old Text Documents.

周官、禮記、左氏春秋、韓詩、古文尚書

- **Ma Rong 馬融(79-166) of Fufeng**

Zheng Xuan belonged to Ma Rong's following, never shirking nor tiring.

Educational Experience

Zheng's experiences: he first learned all he could from local schools, then he traveled about to serve a progression of teachers, trying “**to seek the company of a master**” (*qinshi* 親師). He found masters in the imperial academy at Luoyang. Realizing that he had exhausted all that he could learn from them, he sought out the famous classicist Ma Rong.

Zheng Xuan's experience with the advanced students of Ma Rong & Ma Rong himself conducted a catechism



An illustrative epitome of the process of classical learning through **oral instruction** from a master via a **catechism**.

Zheng Xuan continued to plumb them by repeated reading and memorization of selected passages, we may assume to internalize their moral messages.

Academic Career

- Because Xuan was traveling to study, it was more than ten years before he returned to his native village. Students who followed him already numbered in the hundreds and thousands.
玄自游學，十餘年乃歸鄉里。家貧，客耕東萊，學徒相隨已數百千人。
- When the affair of the proscribed parties occurred. Subsequently, he cultivated classical learning in seclusion, barring his door and never exiting.
及黨事起，乃與同郡孫嵩等四十餘人俱被禁錮，遂隱修經業，杜門不出。
- Afterwards, Ma Rong responded to the Governor of Bodi Liu Gui, and Zheng Xuan responded to He Xiu. Their argumentation was penetrating and their evidence profound; from this point on Old Text learning became illuminated.
初，中興之後，范升、陳元、李育、賈逵之徒爭論古今學，後馬融答北地太守劉瓌及玄答何休，義據通深，由是古學遂明。

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Taught disciples

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Cultivated classical learning

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Illuminated Old Text learning

Taught disciples

- More than a thousand persons, including all who had studied under him, from the governor on down, attended in mourning garments.

自郡守以下嘗受業者，縉經赴會千餘人。

- His followers worked together to compile Zheng Xuan's responses to questions from his various disciples concerning the Five Classics, and composed the Record of Zheng in eight fascicles.

門人相與撰玄答諸弟子問五經，依論語作鄭志八篇。

Cultivated classical learning

In all, Zheng annotated the *Zhou Changes*, *Esteemed Documents*, *Mao Poems*, *Ceremonials and Rituals*, *Records of Ritualists*, *Analects*, *Classic of Filial Piety*, *Great Commentary on the Esteemed Documents*, *Zhonghou*, and *Qianxiang Calendar*. Furthermore, he composed the *Discourse on the Seven Governing Bodies in Astronomy*, *Interpretation of the Lu Rites of the Grand and Collective Sacrifices*, *Discourse on the Six Arts*, *Register on the Mao Poems*, *Refutation of Xu Shen's Divergent Interpretations of the Five Classics*, [and] *Responding to Lin Xiaocun's Difficulties on the Rites of Zhou*, in more than one million words all told.

凡玄所注周易、尚書、毛詩、儀禮、禮記、論語、孝經、尚書大傳、中候、乾象曆，又著天文七政論、魯禮禘祫義、六藝論、毛詩譜、駁許慎五經異義、答臨孝存周禮難，凡百餘萬言。

Illuminated Old Text learning

Zheng Xuan enveloped the great canons, encompassed all the specialists, deleted the prolix and excised the erroneous, corrected what had been omitted, and revised to reflect what had been lost. From this point on learners somewhat knew how to orient themselves.

鄭玄括囊大典，網羅眾家，刪裁繁誣，刊改漏失，自是學者略知所歸。

Commentary

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graph LR; A[Commentary] --- B[Zheng Xuan's approach to the classics]; A --- C[Commentary genres that Zheng Xuan used]
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Zheng Xuan's approach to the classics

Commentary genres that Zheng Xuan used

Zheng Xuan's approach to the classics

Ma Rong's profile as a classicist is revealed in a PhD dissertation by Li Weixiong. Li digests the nature, approach, and contributions of Ma Rong's classical scholarship as follows:

1. Ma was an Old Text master who was a "Gatherer of Great Accomplishments" (*jidachengzhe* 集大成者), one who inherits all past learning and makes it his own.
2. He was skilled in glossing texts, a master of what later classicists conceived of as philologically based Han learning.
3. As appropriate for the intellectual background of the age, Ma utilized apocryphal texts and yin-yang cosmology.
4. He combined both Old and New Text learning, paving the way for his nominal disciple Zheng Xuan.
5. Ma mastered the entire corpus of classical texts.
6. His approach to textual explication, including utilizing quotes from all texts, was an example later generations of scholiasts followed.
7. His approach to explicating the subtle implications of the Classics was to link them to human affairs.
8. He tried to base his textual explication on historical fact in order to avoid criticism by later scholars.
9. Ma ignored purity of scholarly lineages and was not caught up in adhering to reading rules of masters or lineages.⁴²

Zheng Xuan's approach to the classics

- Zheng Xuan based his scholarship on Old Text learning, with judicious utilization of New Text Learning.

The concept of “comprehensive learning” (*tongxue* 通學) means, then, that Zheng mastered all classical learning but did not necessarily weight all schools equally.

Zheng Xuan's approach to the classics

- **Zheng Xuan's approach to explicating the subtle implications of the classics was to link them to ritual settings, appurtenances and performance.**

Zheng Xuan's ritualized readings obtain for most of the texts he elucidated. Recently recovered manuscripts from Dunhuang and Turfan containing Zheng's commentary on the *Analects* finally confirm the pervasiveness of **his ritual approach and reveal its foundation in the *Rites of Zhou*.**

Zheng Xuan's approach to the classics

Foundation in the *Rites of Zhou*.

The Master said to Zixia, “Do you be a scholar after the style of the superior man, and not after that of the mean man.”

子謂子夏：女為君子儒，無為小人儒。

Zheng's Commentary: “Scholars who stress teaching and training serve as teachers. Zixia had an impatient personality, so it was fine for him to teach and train gentlemen; but in teaching petty men he would get irritated and anxious, hence Confucius restrained him. *The Rites of Zhou* states: ‘Scholars utilized the power of morality to teach others.’”

儒主教訓，為師也。子夏性急，教訓君子之人則可，教訓小人則慍恙，故戒之。周禮曰
“儒以道德教人”。

Zheng's reading is entirely inspired by this passage from the Rites of Zhou about the moral basis of education.

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Taking ru 儒 “scholar, official” to indicate a teacher is a context-based conjecture, not a serious word gloss, but of course is of a piece with Zheng's overall approach of privileging the *Rites of Zhou* over all other texts

Commentary genres that Zheng Xuan used

- Why need commentary?

We first examine Wang Chong's artful assessment for such a genre to accompany the classical canon.

The sages composed the classics, worthy ones created their commentaries. These revealed the intentions of their authors and partook of the wills of the sages, hence classics needed commentaries.

聖人作其經，賢者造其傳，述作者之意，採聖人之志，故經需傳也。

Commentary genres that Zheng Xuan used

- Foundational genres of classical scholarship

Lu Simian 呂思勉 (1884-1957): classics, commentaries(*zhuan*傳), explanations(*shuo*說), records(*ji*記)

- Terminology of Commentaries

Written Texts	Written Texts Based on Oral Origins
傳 Commentary	傳 Commentary
記 Record	記 Record
注 Annotation	說 Explanation
解 Analysis	章句 Section and line commentary
疏 Subcommentary, epexegetis	論 Disquisition
詁 Gloss	問 Questions
訓 Exegesis	答 Responses
釋 Elucidation	議 Deliberations
箋 Notes	駁 Refutation
譜 Register	述義 Narration of an Interpretation
贊 Appraisal	
敘 Introduction	
圖 Diagrams	
目錄 Table of records	

Commentary genres that Zheng Xuan used

Written Texts	Written Texts Based on Oral Origins
傳 Commentary	傳 Commentary
記 Record	記 Record
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Zheng Xuan composed works in all twenty-three of the genres listed here except six: record, analysis, subcommentary, exegesis, elucidation, explanation.

Commentary genres that Zheng Xuan used

Han classicists adopted four major approaches to classical exegesis:

1. The use of the classics to explain the classics
2. The use of word glosses, including identifying loan graphs based on phonological approximation and similarity of graphic structure
3. The use of the commentaries of other classicists
4. The use of historical and cultural contexts

A close analysis of Zheng Xuan's approach to exegesis by Zhang Shunhui reveals the breadth of his many exegetical techniques that are not limited to these general parameters.

Commentary genres that Zheng Xuan used

Zhang Shunhui's magisterial study amply illustrates **twenty concrete patterns** of Zheng's textual criticism:

1. Adoption of old glosses without identification.
2. No slavish following of old commentaries; adds clarification of comments or individual opinion when necessary.
3. Annotation of words according to textual contexts.
4. Annotation of binomes according to textual contexts.
5. Identification and correction of interpolations.
6. Rearrangement of sections and lines.
7. Seeking of evidence from a wide range of texts.
8. Utilization of phonological glosses, pattern 1.
9. Utilization of phonological glosses, pattern 2.
10. Reordering of syntax for clarity.
11. Substitution of new characters.
12. Tracing of the origins of old institutions or objects.
13. Annotation via current customs or idioms.
14. Citation of linguistic precedents and examples.
15. Identification of doubtful passages left unexplained by others.
16. Identification of textual variations due to transcription from oral transmission.
17. Veneration of the text of the classics; no hasty textual tampering.
18. Reliance on the apocrypha.
19. Focus on the important, not the trivial.
20. Resolution of discrepancies within annotations of a classicist by comparing to other classicist's annotations.⁹⁹

Zheng Xuan composed works in many genres and not limited to the major approaches to classical exegesis, he developed them.

So, we can notice Zheng Xuan was an Old Text master who was a “Gatherer of Great Accomplishments ” (*jidachengzhe* 集大成者), one who inherits all past learning and makes it his own.

*Tripartite
treatment*

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graph LR; A[Tripartite treatment] --- B[Mindset]; A --- C[Methodologies]; A --- D[Genres];
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Mindset

comprehensive learning

Methodologies

**based his scholarship on Old
Text learning & ritual approach**

Genres

**No limitations and has his
own twenty concrete patterns**

*Conclusions for Methodological Innovators and the
Expansion of Philology (I, II, and III)*

