

# 論文の英文要旨

論文題目

Education and National Identity in Postwar Taiwan:  
The Continuity and Discontinuity of Taiwan's Education  
in junior high school

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## Purpose of the study

Political and cultural socialization to make an individual a member of a nation state is a primary function of modern schooling. A sense of belonging to a nation state is not an innate feeling. Such feeling does not exist naturally; it is brought up through acquiring common value and norm of the community, or sharing physical and mental sameness with other members. Various channels would function in such political and cultural socialization, but a nation-wide homogeneous schooling system has significant meaning in this process.

The purpose of this study is to examine interactions between national identity and education through the case-study of Taiwan. There are two reasons to choose Taiwan as a case.

The first reason is the reconstitution of national identity which has been ongoing since the democratization. Taiwan's education had a strong tendency of 'Chinalization' under the authoritarian regime of the KMT government which was the successor of the Japanese colonial government. 'Chinalization' of education in Taiwan was necessary as the KMT government officially claimed that it had the legitimacy to rule 'Greater China' including both mainland China and Taiwan. Although the government virtually ruled only a part of 'Greater China', it insisted that its sovereign right even extended to Mongolia and Tibet. However this tendency inevitably changed after the democratization due to the rise in Taiwan nationalism which was also one of major driven forces of the democratization movement. 'Taiwanization' of education in Taiwan was a

demand of the opposition movement at first, but it was gradually taken into the policy of the government and became the main goal of today's educational reform. This change was welcomed in general, but it is strongly opposed by the advocators of Chinese nationalism. In other words, it led to the politics of national identity in and around Taiwan.

The second reason is the existence of unchanged function of political and cultural socialization in Taiwan's schooling system. Although the national identity which is taught in school differs before and after the democratization, but the function is consistent beyond the ten-year educational reform from 1994. The government has been gradually changing its position not to sweep nationalism in education, but to protect the national education system. The postmodernism education theory, which predicts a nation-wide homogeneous schooling system should be replaced by other forms of education in the globalizing world, is not realistic in the case of Taiwan. Strong intention to socialize an individual to a member of the nation state and the central role of the government in this process are consistent characteristics of Taiwan's education.

For the purpose above, since the subject is strongly related to the intention of political and cultural socialization, this study focuses upon civic education and thus the curriculum and textbooks in this field in junior high school from 1968 to late 1990's are analyzed.

### **Contents of the study**

This dissertation consists of seven chapters including an introduction and conclusion.

In Chapter 1, the following points are argued to construct a theoretical and conceptual framework preceding the case study. The points of agreement are;

- (1) What characteristics does Taiwan's education have as a whole?
- (2) What characteristics does Taiwan's civic education have?
- (3) How civic education can be categorized in terms of the content which should be included?
- (4) What kinds of discourses exist concerning the problem of national identity in the context of Taiwan?
- (5) Why is the issue of national identity politicized in and around Taiwan?

For the first three points, imperative pioneering studies on Taiwan's education after the World War II, which are mainly produced from mid 80's to early 90's are discussed.

For the other two points, representative discourses related to the national identity issue in Taiwan are discussed according to Jiang Yihua's (江宜樺) categorization of nationalism approach, liberalism approach and radicalism approach.

In Chapter 2, the educational reform in 1968 is concerned. This reform was the first turning point in Taiwan's postwar education. The year of 1968 had a historical significance, because the term of compulsory education was extended and the system of government designate textbook was established. The discussion here involves historical background of the educational reform, the process of legislation and practice, and the merit and demerit of the system of government designate textbook.

In Chapter 3, curricula and textbooks of civic education under the authoritarian regime are examined. The focus of the analysis is put on the concept of 'nation' or 'state' represented in curricula and textbooks. The curricula and textbooks contain a strong tendency of 'Chinalization' until 1990's.

In chapter 4, the curriculum revised in 1994 and the textbooks according to this curriculum are examined. It was the first revision of the national curriculum after the democratization. The main purpose of civic education under this curriculum was still to make students be a Chinese, but the concept of 'Chinese nation' or 'Chinese culture' became very different.

Such changes in civic education were produced due to 'Taiwanization' of education in 1990's. In Chapter 5 is to discuss the phenomena of 'Taiwanization' education. The content of Knowing Taiwan textbook series (『認識台灣』教科書) that is the symbol of 'Taiwanization' of education, and the controversy over national identity in and around Taiwan caused by the textbooks are considered in this chapter.

### **Implications of the study**

This study has implications for two different academic fields. First, some of the characteristics of Taiwan's education discussed in this study seem to be shared by education of other Asian countries. This study would be helpful for those who study these countries. This study has some contributions to comparative and international education, a sub-discipline of education studies, in this sense. On the other hand, this study refers to relations between education and politics or education and economy in Taiwan. This is the implication for Taiwan studies.