

Author / Title:

Yatzu Chuang from Kaohsiung, Taiwan

Modernization and expansion of public education in Taiwan in the period from 1885 to 1987

Thesis to obtain the doctorate of social sciences faculty the Georg-August University of Göttingen

In online publication (probably) : State and Universitätsbibliothek Göttingen

Contents

1. Introduction
 - 1.1. Questions of research
 - 1.2. Research materials
 - 1.3. Structure of the work
2. Confucian education and the imperial civil service examination system
 - 2.1. Fundamental ideas of Confucianism education
 - 2.2. The imperial civil service examination system
 - 2.3. Confucian school and educational content
 - 2.4. Effect of imperial civil service examination system
3. Development of public education in Taiwan from 1626 to 1895
 - 3.1. Education under the occupation of Spain and Netherland from 1626 until 1662
 - 3.2. Education under the Ming and Ching- Empire from 1662 to 1894 in Taiwan
 - 3.3. Approach to Western education in Taiwan
4. Structure of the modern education system under the Japanese colonial rule from 1895 to 1944
 - 4.1. Japanese education policy in the 19th century,
 - 4.2. Education policy under the Japanese colonial rule
 - 4.3. Process of integration of the modern education system
5. Debate on the design of a modern State education 1898-1949
 - 5.1. Draft of a modern national education system in the train of the hundred days reform in 1898
 - 5.2 The first edict to create a modern State education system in the year 1903 / 04
 - 5.3. The edict for girls education in 1907
 - 5.4. Educational reforms at the beginning of the foundation of the Republic of China
 - 5.5. Design of the education system under the KMT regime from 1928 to 1949
6. Implementation of education policy in accordance with the "three principles of the people" in Taiwan under the KMT regime from 1945 to 1987
 - 6.1. Militarization of education

- 6.2. The education of national soul
- 6.3. Plans for the design of vocational training as well as the scientific and technical research and education
- 7. The reconstruction of the public education system between 1945 and 1987
 - 7.1. Reconstruction of the elementary education and
 - 7.2. Modification of the secondary and tertiary education system
 - 7.3. The enlargement process of the education system between 1945 and 1987
 - 7.4. The concepts "human capital" and "human resources"
 - 7.5. Economics of education and State planning
- 8. The standardized entrance examination system as a method of distribution of education places
 - 8.1. Introduction of the statutory audit and the unified entrance examination system to the University in mainland China in the 1930s
 - 8.2. Introducing a unified entrance examination system in Taiwan
 - 8.3. The entrance examination to university
- 9. The fight for a place of study
 - 9.1. Competition for training places
 - 9.2. Criticism of the "blind quest for higher education"
 - 9.3. The failure of the educational reform of 1996
- 10. Conclusion
- Bibliography

Abstract

This paper contributes to the historical research into modernization and expansion of public education in Taiwan between 1885 and 1987 – from the establishment of the province of Taiwan during the Chinese Empire until the abolition of martial law under the Government of the National Party of China (KMT).

After the American Declaration of Independence (1776) and the French Revolution (1789-94), a schooling system controlled by the state was required. It was seen as an essential tool to break down feudal caste society, to strengthen the national state, eliminate illiteracy and produce politically mature citizens as well as trained workforce needed for industrialization. Today, West European education is modeled as the standard for national education and has been implemented throughout the world. The main interest of this paper is the transformation that these western value patterns and educational concepts underwent during the creation of a modern state educational system in Taiwan and the problems that occurred during this process.

Before western educational concepts were introduced, Taiwanese education was strongly shaped by Confucianism and the Imperial Civil Service Examination system of the Chinese Empire. Confucian education focuses in general on humanistic literary education necessary to create political and social leaders - the Confucian scholar. On the other hand, it took little account of professional training, natural sciences or scientific analysis.

The modernization of Taiwanese education began with the establishment of the province of Taiwan in 1885 in connection with the “Self-Strengthening Movement” of the Ch’ing Dynasty (1861-94) but actually gained impetus during the Japanese colonial period (1895-1944). The introduction of a modern national education system into Taiwan served to increase integration and readiness to wage war in connection with the extension of Japanese imperialism. After their retreat to Taiwan, the KMT

Government was especially keen to motivate the population to become loyal and willing soldiers and, later, productive workers both necessary for the revival following the defeat in the civil war against the Chinese Communist Party.

During the period of the so-called “Cold War”, the KMT Government received massive financial and technical assistance from US-Aid for the extension of professional, scientific and technical training. In the 1970’s and 1980’s, the extension of the educational programs through a series of “Plans for Manpower Development and Employment” based on the concepts of “Human Resources” and “Functional Differentiation” served the purpose of strengthening the international industrial competitiveness of Taiwan and its integration into the global economy by enabling the workforce to be trained for labour intensive high technology or export. Moreover, the KMT Government modified the Imperial Civil Service Exam System into a central means for the distribution of educational opportunities – the Entrance Exam System in modern education.

In this connection, the Confucian scholar became an expert in his field, and on the whole there was a growing conviction that the people were participating in the development of the country and working for the general good of the nation as well as being loyal to the state and the KMT. They also became increasingly proud to be Chinese.