

# 戰後初期臺灣中等學校之學風與訓育 (1945-1949)

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## 摘要

戰後初期臺灣正處於新舊交替的過渡階段，學校教育自不例外。日治時期臺灣學校之校風堪稱優良；戰後初期，青年學生因對國民政府教育體制之適應不良，致使學潮、抗爭不斷，迄至二二八事件之發生而達於頂點，國民政府為進行學校改造與學風整頓工作，乃發布一連串的訓育規則，強行規範學生之行為。自 1947 年下半年起，中國大陸學潮對臺灣之影響轉亟；同時，配合動員戡亂與戒嚴體制的實施，嚴格禁止學潮、罷課活動，特別自 1949 年四六事件發生以來，省主席陳誠更是雷厲風行地推動學風整頓工作，嚴格限制學生之社會主義思想與言行。要言之，戰後初期臺灣的教育在日木、國民政府及臺灣本身間進行拉拒戰，三種影響力互有消長，卻又兼而有之。戰後初期臺灣學校之學風乃係延續日治時期，然其影響力在「中國化」政策之下，逐漸消退；在國民政府漠視臺灣本身特殊性的情形下，得以強力，主導的方式推行三民主義式的教育制度與體制，中等學校學風由自由而封閉、由開放而保守；訓育由緩而急，由弱而強的過程，即是最佳寫照。

**關鍵詞：**戰後初期、中等學校、學風、訓育。

# Campus Atmosphere in Middle School vs. Disciplinary Education (1945-1949)

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## Abstract

The social situations of Taiwan—during the initial stages of World War II—have no choice but to be faced with a transition period from old to new ages. School education is of no exception. The school atmospheres in Taiwan during the Japanese-occupied era deserve to be praised. Students who don't find themselves accustomed to the educational system of the Nationalist Government take to the street for protest, reaching the zenith till the 228 Incident takes place. The Nationalist Government—with a view to improving campus atmospheres—thus issues a series of regulations on disciplinary education to set the behavior norms for the students to follow. Starting from the second half year of 1947, student strikes that take place in Mainland China begin to exert greater influence on campus atmospheres in Taiwan. Meanwhile, according to the martial law that is officially meant to "mobilize all the civilians to suppress the rebellions," no student strikes are allowed. Since the April 6th Incident in 1949, Governor Chen Cheng initiates harsh laws against the spread of thoughts and activities sponsored by socialism. To sum up, the education in Taiwan during the first post-war years have three forces under way: those by Japanese, the Nationalist Government and the Taiwanese environments—with the three sources having influence on one another. The campus atmospheres in Taiwan, in spite of the unavoidable effect originated from the Japanese occupation era, accept more measures from China—thanks to the national educational policy.

The Nationalist Government, which pays no attention the uniqueness of Taiwan, does its best to promote the educational system on the basis of Three Principles of the People, the campus atmospheres turn out to be enclosed from being open and to be conservative from being liberal. The attitude toward disciplinary education that thus becomes urgent and strong is the best reflection of

itself.

**Keywords: Initial Stages After World War II, Middle School,  
Campus Atmosphere, Disciplinary Education.**