

馬來亞地區華文獨立中學發展之研究

古鴻廷

摘要

在「馬來亞聯邦」構想時，除繼續強調英語之重要外，英殖民地政府對治下各族群採鼓勵其母語教育之政策，在馬來政治領袖強力反對下，以「馬來亞聯合邦」取代原有之「馬來亞聯邦」後，殖民地政府有鑑於土著民族主義勢力之強大，加上華人社會大多對政治冷漠，而少數極端分子又組織「馬共游擊隊」企圖推翻其殖民統治，殖民地政府之中央教育委員會，開始在其教育報告書建議採用英、巫兩語政策，積極推動英文、馬來文的兩種語文政策，依據「巴恩報告書」而頒佈之「一九五二年教育法令」規定國民學校設立準則，以及隨後之「達立報告書」及「一九六一年教育法令」更確定以馬來文為教學媒介，將華文排除於官方語文之外，華文教育在此環境下，面臨比以往更大的挑戰。獨立中學、教總及董總的出現，顯示華人社會對其本身文化傳統的重視與支持。在馬來亞聯合部及後來因沙巴、砂勞越

加入而擴大成的馬來西亞聯合邦，由於馬來人長期執政，將華文獨立中學排除於國家教育體系之外，但因馬來(西)亞政府對境內各大專院校之入學採取「固打」制度，導致許多華族學生無法進入高等教育之門，華文獨立中學除可提供華族文化傳承之母語教育，更因其採「巫、華、英三語並重」政策，提供畢業生寬廣之升學及就業途徑，在今日臺灣富裕，中國大陸強盛的國際環境下，華語日愈重要，使得華文獨立中學更具生存與發展之空間。

關鍵詞：馬來亞、馬來西亞、獨立中學。

A Study on the Chinese Independent Secondary Schools in Malaya Areas

Ku Hung-ting

Abstract

The British colonial authorities did not consider the education of the Chinese immigrants as their responsibility and thus adopted a laissez faire policy towards the development of Chinese education in Malaya until 1920. The newly rising Malay nationalism after the World War n, forced the colonial governments to make compromise to the demands of the Malay people. The withdrawing British not only granted the Malays special privileges, but also made the Malay language as the official language. After the establishment of the Federation of Malaya in 1957, the new government under the Malays further pushed the English/Malay bilingual policy to extreme. The Education Act of 1961 demanded the Chinese secondary schools either to accept the government subsidies or be "independent." As a government-subsidy secondary school, English would replace Chinese as the instruction medium. As an independent secondary school, it would be excluded from the formal education system of Malaya. The formation of the Federation of Malaysia in 1963 further extended the Education Act of 1961 to East Malaysia. This paper intends to make inquiry into the emergence and development of Chinese independent secondary schools in the area of Malaya (Malaysia).

Keywords: Malaya, Malaysia, independent secondary school.