

Jinan 2015

International Standing Conference for the History of Education

Two Sessions on:

Histories of Education in East Asia: Indigenous Developments and Transnational Entanglements

Session 1:

Chair and Introduction: Eckhardt Fuchs (University of Braunschweig, Germany)

European and American Teachers in Korean Government Schools, 1883-1910
(Klaus Dittrich, University of Luxembourg)

The Educational Experiences and Identity formation of Overseas Chinese Students in Korea
(Narae Seo, Yonsei University, Korea)

Athletic Meeting, Nationalism and Memory in Modern Korean Education
(Seongcheol Oh, Seoul National University of Education, Korea)

Session 2:

Chair: Prof. Zhang Binxian (Beijing Normal University, China)

The Study of East Asian Educational History in Modern Japan: Its Past Development and Future Direction
(Mariko Ichimi, National Institute for Educational Policy Research, Japan)

Intermixing Imaginations: The Perception of East Asia by Japan, China, and its Neighboring Ethnicities
(Atsuko Shimbo, Waseda University, Japan)

The League of Nations and Educational Reform in China
(Kaiyi Li, University of Braunschweig, Germany/Beijing Normal University, China)

The Formation of Higher Education System in Korea under Japanese Colonial Rule
(Kim Ja-Joong, Korea University)

Abstracts:

Session 1:

European and American Teachers in Korean Government Schools, 1883-1910

Klaus Dittrich
(University of Luxembourg)

The forceful integration of Korea into larger capitalist and diplomatic networks from the 1870s on had sound repercussions on education. Besides foreign missionaries and efforts of Korean private individuals, the Korean government took the most active – albeit often half-hearted – role in adopting education to the new situation. The very first modern school was the Dongmunhak (Government Language School) created in 1882. After its closure, the Yukeong gongwon (Royal English School) was opened in 1886. Later, in the mid-1890s a middle school as well as English, French and Russian language schools were established in Seoul. Each of these schools was staffed with one or two European or American teachers. As foreign experts in East Asia, these individuals experienced a remarkable professional mobility and – as recent scholarship has argued – lived ‘transnational lives’. This paper provides a collective biography of the in total ten Europeans and Americans who served in Korean government schools until 1910 when annexation to the Japanese empire remodelled the education system. The paper focuses on their education and shows that only one had received a formal teacher training. Furthermore, the modalities that brought them to Korea will be analysed; most had spent a certain period in China or Japan before they moved to the peninsula. Besides their life and work experience in Korea, the paper finally analyses how some of the teachers became specialists of Korean education, history and culture and widely reported on things Korean in their home countries.

The Educational Experiences and Identity formation of Overseas Chinese Students in Korea

Narae Seo
(Yonsei University, Korea)

The Korean Huaqiao is a minority group in Korea. Late 19th century and early 20th century, a large number of Chinese who resided in Shandong Province immigrated to Korea under Japanese rule to make a profit by trade between China and Korea. They have made their own urban bases and settled down for over a century. They have historically operated an ethnic Chinese education system to maintain their identity.

Since the 1990's, the education of Korean Huaqiao people has been affected by Korean-Taiwanese bilateral political affairs, including severed diplomatic relations, and thus the education system has faced changing demand and has been pressured to develop an alternative approach to education. This paper aims to analyze the exceptional educational and linguistic experience of Korean Huaqiao students who began their education at an overseas Chinese school and subsequently attended an international school in Korea between 1990's

and 2000's. The term "Third Culture Kids" (TCK) is used as a framework to examine the educational, cultural, and language experiences of children who have spent a majority of their developmental years outside of their parent's home country. This framework is also used to understand the linguistic and cultural characteristics of international educational institutions. This study employs an oral history research method. Three students were interviewed who are 3rd generation Korean Huaqiao. They studied at overseas Chinese schools for their primary education and at international schools for their secondary education. For higher education, they studied at universities either in the United States or in Korea. Chinese is their mother tongue, Korean is the language of their current residence, and they all practiced English during their secondary and tertiary education. This study found that these educational and linguistic experiences created individual levels and layers into a fourth culture which converged Korean Huaqiao, Korean, and American culture. Though multicultural education policy has only been discussed for about 10 years in Korea, it is critical to pay attention to multicultural educational opportunities and to recognize successful educational methods which have been used throughout history.

Athletic Meeting, Nationalism and Memory in Modern Korean Education

Seongcheol Oh

(Seoul National University of Education, South Korea)

In the history of Korean modern education, athletic meeting which held in primary or secondary schools to promote health and team-spirit of students was begun at the late 1890s. The athletic meeting was originated from the modern Japanese education to inculcate Japanese nationalism to Japanese students. And the form of that athletic meeting was introduced into Korean education. Leaders of Korean modern education at that time intended to raise nationalistic spirits among Korean new generations using athletic meetings of modern schools. But that attempt was frustrated by the colonization of Korea, and Japanese Empire transformed athletic meetings into the instrument of colonial rule. During colonial period, athletic meetings were maintained in every school with the forms and contents of Japanese colonial ideology. On the other hand, Koreans under the colonial rule began to divert that ideological ritual into the festivals of their own community. In the memory of Korean students and parents, athletic meetings were unique and delightful events seldom experienced under the colonial education. Athletic meetings in Korean colonial education had paradoxical aspects as such. In other words, athletic meetings held in the ground of Korean colonial schools had dual or contradictory characteristics from above and from bottom-up.

Session 2:

The Study of East Asian Educational History in Modern Japan: Its Past Development and Future Direction (tentative)

Mariko Ichimi

(National Institute for Educational Policy Research, Japan)

This presentation will offer a historical overview of the ways in which the educational history

of East Asia has been studied in Japan from the late Meiji period up to present times, showing how international relations have influenced research themes and methodologies over the years. In my analysis of post-war developments, I will primarily focus on the authoritative scholarly journal *Nihon no kyōikushi gaku* (Studies in the History of Education) published by the Japan Society for the Historical Studies of Education (founded in 1955). Through the above, this presentation aims to offer fresh insight into the characteristics and shortcomings of the study of East Asian educational history in Japan.

Intermixing Imaginations: The Perception of East Asia by Japan, China, and its Neighboring Ethnicities

Atsuko Shimbo
(Waseda University, Japan)

The aims of this presentation are two-fold. Firstly, I will examine the different ways in which East Asia was perceived by Japan, China, and its neighboring ethnicities during the late nineteenth and early twentieth centuries. And secondly, I will clarify how these respective perceptions intersected, influenced, and intermixed with each other.

Starting my examination with the case of Japan, I will outline its perception of China and Korea during the Meiji period, and then move on to clarify the manner in which Japan came to view ethnicities such as the Mongol and Hui peoples as the empire expanded.

I will then switch perspectives to China during the late Qing dynasty and early years of the Republic of China to see how it perceived Japan, Korea, and its neighboring ethnicities. This is followed by an examination of the way in which these ethnicities themselves imagined East Asia and their identities as a people within it.

Having outlined these different perspectives, I will then conclude with a discourse analysis based on textbooks and magazines to examine the way in which these perspectives influenced each other.

The League of Nations and Educational Reform in China

Kaiyi Li
(University of Braunschweig/Beijing Normal University)

The modern history of education in China can be seen as a process of transnational exchanges and attempts to sinicize foreign educational concepts and structures. From 1931 to 1937, the Chinese government cooperated with the League of Nations in the field of education. This cooperation had a profound influence on educational reforms. The paper will investigate the development of that cooperation and its effects on educational reform in China within the context of modernization and sinicization between 1931 and 1946. It is suggested that the League of Nations provided some potential models and experience in Chinese educational reform and, therefore, had a profound influence on the Chinese educational reforms from the 1930s to the 1940s. These reforms later shifted towards European models and paid more attention to sinicization through the reorganization of textbooks, the arrangement of curriculums etc.

The Formation of Higher Education System in Korea under Japanese Colonial Rule

Kim Ja-Joong
(Korea University)

The purpose of this study is to understand the formation of higher education system in Korea under Japanese rule. The results are as follows. First, we found that the origin of higher education system in Korea traced back to the Japanese colonial period. At that time, the Japanese Empire transplanted its own higher education system to Korea in a very simple form. In those days, the two most distinctive features of higher education system in Japan were the hierarchical, pyramid shape structure and the oversized private sector. Therefore they were transplanted to Korea in a very simple form, too. At the top of the hierarchy was Kyeongseong imperial university, and below it were professional schools established by Japanese government general of Korea. At the bottom of the hierarchy there were lots of professional schools established by Koreans. Second, we could find that the scale of higher educational institutions in Korea under Japanese rule expanded rapidly during the Pacific War and it strengthened above-mentioned features. Because of lack of finance, the Japanese Empire had to depend on private sector to supply manpower for war. As a result, the private sector became more oversized, and the hierarchical gap between the schools by Japanese government general of Korea and the schools by Koreans became more distinctive than before. These features of higher education system in Korea under Japanese colonial rule still exist in contemporary higher education system in Korea.