

1. Introduction

Colonialism, as a governing institution was developed and applied to exact political and economic domination of countries or regions of the world to the benefit of the mother country. Earlier, imperial China had taken on its own form of colonialism. In these times, colonialism is defunct on the world scale of a community of nations but on a micro level or a cultural level in countries across the world and Taiwan is no different; it is still very much alive and living in people's consciousness. Colonialism gave birth to the British education system imported across the world and necessitated the mass education of the British populace as well as the elite of its colonies. All over the world people learned English to snare government positions in this incredible empire or to garner coveted degrees of higher learning from its universities. Banks and other financial institutions, companies and business practices as well as laws and other judicial institutions bettered their practices and were thrust onto the international stage through colonialism. The Second World War, spawned from the supranationalism that grew out of colonialism, also brought it down.

Nation building continued after the Second World War even in the former colonies of colonialism. Many countries modeled their education systems after those of their former colonizers and in an attempt to consolidate political and economic power and bring about national unity; they set up central governments and national institutions which followed their cultural heritages but with colonialist overtones. Two of these institutions, a national language and a national education system that championed it, will be dealt with in this paper in terms of their affect on children developing their mother-tongue(s) and self-learning skills.

2.The Importance of a Mother Tongue and Its Mother: Self-learning

With the introduction of compulsory education in Asian countries, colonialism was brought to the individual level, into the child's family and immediate community. Colonialism began to affect the way citizens defined themselves not in terms of their countries relationship to a colonial power but in terms of their own selves and the political and economic authority that governed their lives. It established a new hierarchy; industrialization over agrarian society, militarism and friendly dictatorship over peaceful and democratic civil society, urbanization over the development of rural communities, consumerism over self-sufficiency, a national language over a child's mother tongue, and collective learning over self-learning.

It is self-learning that establishes the individual, drives his creativity, realizes his abilities and ultimately brings about true nation building and beyond. The problem is that self-learning is not sexy enough as an educational goal to stimulate educational policy in our promoted as competitive and commercial world, and, therefore, it is in decline as a goal to promote a country's citizenry and to further democratization on the individual level. Educational institutions have become dedicated to maintaining the status quo not making a difference in people's lives. They have concentrated on providing their populations with the basics, knowledge to fill in the blanks on standardized tests, so that they can show that they are improving the educational levels of the population, and, therefore, are modernizing and are readying their population to take on their leadership role in a community of nations and to develop their respective regions. This is just a smoke screen. Group think is not a practical way to tackle global issues. It only leads to deadlock between competing groups. Both groups have good ideas but not the individuals to carry them out, individuals with self-learned, experience based and hands-on,