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教育分流與性別再製——二班高中 女生學生文化之民族誌研究

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摘 要

本研究以民族誌研究法描述與比較女子高中文組與理組中段班各一班女生的學生文化。在傳統「男理工、女人文」的觀念下，高中分組成為性別隔離的重要機制，使文、理兩組學生發展出不同的文化，並使這兩種文化兩極化。本研究選擇臺灣北部一所女子高中文組與理組各一班女生為對象，發現兩者的文化大同小異。理組女生表面上發展出順從學校的文化，實際上仍接受傳統的性別偏見，甚至看不起同為女性的文組女生。文組女生雖然創造與學校主流文化相反的文化，卻傳遞傳統女性的角色特徵。兩班女生雖然都「洞悉」父權體制的意識型態，也有些許文化抗拒，仍然無法擺脫父權體制的「限制」。轉化男性宰制的結構誠非易事，但從女生對結構的「洞悉」，很難否認跨越性別界域的可能性，而女生的升學概念對性別偏見頗有抑制之效。若能找到抑制性別偏見的其他文化概念，若有更多女生能勇敢地挑戰性別障礙，仍然可以轉化性別結構。

關鍵詞：分流、學生文化、民族誌、性別隔離

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*Tracking and Student Cultures: An
Ethnographic Research of Two Classes of
Senior High School Girls in North Taiwan*

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Abstract

This is an ethnographic research describing and comparing the student cultures of two classes in a single sex senior high school of girls in North Taiwan. Based on tracking regulations in the school, girls are segregated into two groups majored either in science or humanity. Seemingly, girls majored in science develop a gender free life style in school, while underneath the deep part of their culture, they still accept traditional gender biased concepts. Girls majored in humanity construct a counter school culture, which transmits traditional female role images, like gossip or make up. On the one hand, the two classes of girls penetrate the patriarchic domination by showing some resistance. On the other, as in Paul Willis research, they both confront limitations inside and outside their cultures blocking the full development of their penetrations. Transforming patriarchic domination

really isn't an easy task. However, this research also argues that some school arrangements and those cultural concepts entangling with the gendered biased ones may depress the effect of patriarchic ideology to some extent. Some implications for educational practice are also suggested.

Keywords: tracking, student cultures, ethnography, gender segregation

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