

## CHAPTER 4

### HISTORY EDUCATION IN THE PAST THREE DECADES: A CASE STUDY OF HISTORY EDUCATION AT SECONDARY SCHOOL LEVEL

#### 1. Scope of the Study

During the period since 1960 until now, the secondary school level curriculum has been revised five times. Revision concerned either the lower or upper levels, and sometimes even both.

	Lower-Secondary	Upper-Secondary
1960	○	○
1975	×	○
1978	○	×
1981	×	○
1990	○	○

(○ = revised, × = not revised)

In this chapter, the series of curricula issued in the above-mentioned years regarding educational aims, structure of social studies and curricula of history studies will be examined for each level. This will be followed by a reference to school textbooks concerning Thai history education.

The main purpose of examining the curricula and textbooks is to see the transition of the contents of history education, and to discuss their relation to the underlying political and social situation.

In collecting information on history education from the curriculum, it is not appropriate to focus on the subjects named "history" only, because history matters also appear in various subjects. Therefore, it is necessary to extend the scope of inquiry to social studies as a whole. It will be also helpful to see the position and relative importance of history subjects in the whole structure of social studies.

## 2. A Study of Curricula

### 2.1 Analysis of Curricula: 1960, 1975, 1978, 1981, 1990

#### The 1960 Curriculum

##### Educational Aims

In 1960, the curricula of both lower and upper levels were revised. The following are two notable objectives mentioned in the section on "Aims of Social Studies." (The aims for both levels are exactly the same.)

- To respect the rights and opinions of others regardless of race, religion and economic and social status.
  
- To learn the rights, duties and responsibilities which every citizen has to the nation and democratic society.

(1) 1960: Lower-Secondary Level<sup>1</sup>

### Structure of the Curriculum of Social Studies

In 1960, the social studies syllabus consisted of four subjects:

- ① Duties of Citizens (nathi phonlamuang) ② Civics (sinlatham)  
③ Geography (phumisad) and ④ History (prawatisad).

Duties of Citizens included such topics as:

- citizens' duties toward family, religion, community, and the nation and the King
- the administration system (both central and local)
- constitutional government (Parliament, Cabinet, the Supreme Court)
- political election
- stability of the nation (social, economic, and political danger).

Civics focuses on the teachings of Buddhism.

Geography was divided into two parts, physical geography and economics. It included reading and map-drawing sessions.

### Curriculum of History Education

The curriculum of history was composed of two parts, the history of Thailand and the history of foreign countries, both of which were taught at every level (mathayom 1,2,3) respectively.

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<sup>1</sup> ศึกษาธิการ, กระทรวง, หลักสูตรประโยคมัธยมศึกษาตอนต้น พุทธศักราช 2503, กรุงเทพฯ: องค์การค้ำของคุรุสภา, 2515.

The history of Thailand started with the Nan Chao Kingdom, followed by the establishment of the Sukhothai Kingdom. The later history of Ayudhya made up a considerable part of the syllabus. This course was taught from the latter part of mathayom 1 and covered all portions of mathayom 2's study course. During mathayom 3, students learnt the history of Thonburi and the Rattanakosin era up to the political changes in 1932, as well as the history of Thai relationship with foriegn countries up to that time.

(2) 1960: Upper-Secondary Level<sup>2</sup>

#### Structure of the Curriculum of Social Studies

The 1960 upper-secondary curriculum was composed of two courses, "Social Studies A" (sangkhom sugsa . koo) and "Social Studies B" (sangkhom sugsa khoo). (koo and khoo are the first two letters of the Thai alphabet) Each of them was divided into several parts.

Social Studies A - civics and morals

- geography (world geography)

- history (placing stress on Thai history)

Social Studies B - geography (physical geography)

- history (world history)

Social studies were taught totally in the context of these two courses and no optional subjects were provided. Consisting of 52 pages,

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<sup>2</sup> ศึกษาธิการ, กระทรวง, หลักสูตรประโยคมัธยมศึกษาตอนปลาย พุทธศักราช 2503, กรุงเทพฯ: องค์การค้ำของคุรุสภา, 2508.

the curriculum itself was not very informative, and only four pages were provided for the social studies part.

### Curriculum of History Education

The contents of "Social Studies A" included national administration, economy, religion, culture, arts, and Thai relationships with foreign countries after the fall of Ayudhya. The last point was to be taught in line with how Western civilization had influenced Thailand.

World history taught in the "Social Studies B" course was composed in an "orthodox" way, starting from the big ancient civilizations (in Egypt, China, India, Greece, etc.) It covered "the discovery of a new continent (American continent)," colonialism, the founding of Australia, the French Revolution, and the history of America. It lacked a regional viewpoint. Except ancient civilization, there was no description of Asia or Southeast Asia, to which Thailand belonged.

### The 1975 Curriculum

As there was no revision of the lower-secondary curriculum in 1975, the following concerns the upper-secondary level.<sup>3</sup>

### Educational Aims

The preface of the curriculum declared the necessity of revision as follows. "Education is very important to the prosperity of the nation when the society is going through changes. Therefore it is necessary to adjust the educational system to social changes."

<sup>3</sup> ศึกษาธิการ, กระทรวง, หลักสูตรประโยคมัธยมศึกษาตอนปลาย พุทธศักราช 2518 เล่ม 1, กรุงเทพฯ: แผนกช่างพิมพ์โรงเรียนสารพัดช่างพระนคร, 2518.

The word "social change" reminds us of the October movement of 1973 and social phenomena taking place during that time. The influence of the political and social atmosphere of the time on the curriculum can be found in the description of the aims of the curriculum as well.

- To educate students to be good citizens who have morals, understand their rights and roles, manage to solve problems by peaceful means, and have views to promote equality in a democratic society. (Clause 1)

The other two clauses also concern social matters.

- To recognize the importance of the stability of the King, religion and Thai culture, and to maintain them. (Clause 3)
- To understand the problems of politics, economies and society in contemporary Thailand. (Clause 7)

The description of the aims of social studies was basically the same as that of the previous curriculum, but was becoming more detailed.

#### Structure of the Curriculum of Social Studies

In 1975, the social studies curriculum was divided into four compulsory subjects, "Social Studies 1,2,3,4," and 14 elective subjects.

S 401 Social Studies 1 - civics, geography (Asian Continent),  
and Thai history

S 402 Social Studies 2 - civics, geography (European Continent),  
and Thai history

- S 503 Social Studies 3 - morals (Buddhist tradition), geography (American Continent), and world history
- S 504 Social Studies 4 - morals (Buddhism), geography (Africa and Oceania), and world history (after World War II)

In Thai, the S used in front of the code number of each subject is equivalent to the letter, soo sua which stands for the word, sangkhom sugsa (social studies).

- Elective subjects - Physical Geography (1,2)
- Meteorology
  - Map
  - Geology
  - World History (1,2)
  - Religions of the World
  - Population Study
  - Principles of Politics
  - Problems of Thai Society
  - International Problems
  - World at Present and in the Future
  - Human Relations

Economic matters were incorporated in the civics segment of "Social Studies 1 and 2," and not separated as one part. The relatively small importance attached to economic subjects can also be seen in the formation of elective subjects.

### Curriculum of History Education

Each level of compulsory "Social Studies" had a history part in it, which means that history was considered to be important in the study course. Compared with the previous curriculum, there was little difference in contents. The two elective subjects of the 1975 curriculum were equivalent to the history part of "Social Studies B" of the 1960 version.

As mentioned before, there was a strong motivation to revise the curriculum along with the changing society. However, as far as history subjects were concerned, it seems that only technical changes were made to their contents.

### The 1978 Curriculum

As there was no revision of the upper-secondary curriculum, the following concerns the lower-secondary level.<sup>4</sup>

### Educational Aims

The following two aims are worth mentioning:

- To love and be attached to one's own region (locality), and to maintain the environment for further affluence of the region and for promoting Thai arts and culture; (Clause 8) and

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<sup>4</sup> ศึกษาธิการ, กระทรวง, หลักสูตรมัธยมศึกษาตอนต้น พุทธศักราช 2521, กรุงเทพฯ: โรงพิมพ์คุรุสภาลาดพร้าว, 2525.



- To be proud of being Thai, to pledge loyalty to the nation, religion, and the King, to understand and respect the administration based on democracy having the King as the head of the state, and to unite efforts in maintaining the safety and stability of the nation. (Clause 9)

The first clause indicates that the curriculum regarded the region as important. (The clause implies that respect for one's own region will result in the enrichment of Thai culture as a whole.)

The second clause reminds us of the lak thai principles. We can now see that these principles were advocated throughout the curricula.

#### Structure of the Curriculum of Social Studies

The volume of the part of social studies is 16 pages. In addition to the four domains of social studies in the 1960 curriculum (duties of the citizens, civics, geography, and history), three more domains were incorporated, namely, social science (sangkhom witthaya), population studies and environment (prachakonsugsa lae sinwedlorm), and economics (setasad). However, speaking of the compulsory parts, the formation of subjects was not in accordance with this. Various subjects were integrated into three principle courses; "Our Country," "Our Neighboring Countries," and "Our World."

mathayom 1 S 101 Our Country (prathed khong rao)

S 102 Our Country

mathayom 2 S 203 Our Neighboring Countries (phan baan khong rao)

S 204 Our Neighboring Countries

mathayom 3 S 305 Our World (lork khong rao)

S 306 Our World

The elective subjects consisted of 10 courses as follows.

- Thai Society and Culture
- Life and Achievement of Some Individuals
- General Economics
- Laws in Daily Life
- Preservation of Natural Resources and Environment
- Population Studies
- Basic Geography
- World History
- Thai History 1
- Thai History 2

The reorganization of the compulsory subjects was aimed at relating each subject to the others. For example, the course "Our Country" consisted of geography (of Thailand), (Thai) history, duties of (Thai) citizens, economics (of Thailand) and so on. Each subject was not taught alone, but in connection with other subjects, and interactional effects were expected in teaching social studies.

As seen in the order of the courses, students were to learn about their country first, neighboring countries next, and in the end about the world. In other words, the curriculum was designed to deal with something close to the students, and proceed to study something farther ahead.<sup>5</sup> In the meanwhile, students were supposed to widen their views accordingly.

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<sup>5</sup> วิชาการ, กรม, กระทรวงศึกษาธิการ, ความเป็นมาของหลักสูตรและการนำหลักสูตร  
สังคมศึกษาระดับมัธยมศึกษาฉบับปรับปรุง พ.ศ. 2533 ไปใช้, กรุงเทพฯ: กรมวิชาการ,  
กระทรวงศึกษาธิการ, 2533. หน้า 15.

### Curriculum of History Education

In 1978, history education was provided within the framework of various subjects. With regard to the compulsory courses, Thai history was taught mainly within the subject, "Our Country," as a matter of the course. In the syllabus of "Our Country," such objectives were found.

- To study the history of the Thai race (chon chat thai) from the beginning to Sukhothai era.
  
- To study the problems of stability of the nation.

The first statement implies that the outlook of the education administration was that the Thai race has existed since "the beginning" of the history.

The subject, "Our Neighboring Countries," included the history of Asia, especially, Southeast Asia. One clause in the syllabus indicates the importance of understanding the position (thana) and role (bod baad) of Southeast Asian nations in the present world.

Although the main concern of this subject lay in Southeast Asia, it also included issues of Thailand. For example, the history of Ayudhya was taught in this subject in relation with the prosperous Ayudhya culture, and its relationship with neighboring countries. (In the subject, "Our Country," the history part covered the Sukhothai period but the history of later periods was untouched.) Also, the problem of stability of the Thai nation was dealt with again, in comparison with that of other Southeast Asian nations. This is a reflection of the unstable political conditions in the realm of Indochina during the 1970s.

In the study course of "Our World," issues outside Asia were the topics. The notable aims of the syllabus are as follows:

- To understand rights and freedom under the rule of law, and to be aware of duties and responsibilities of citizens in the "democratic polity which has the King as the head of the state" (constitutional monarchy:)
- To understand the development of Thai culture.

The syllabus of the history of the Thonburi and Rattanakosin periods was within the study course of "Our World," which included the relationship between Thailand and Western countries, as well as the Western influences on Thailand which had led to political, administrative, and cultural changes.

There were three elective subjects of history, "World History," "Thai History 1" and "Thai History 2." In the syllabus of "World History," the notable aims are as follows:

- To learn about the expansion of the idea of democracy.
- To learn the characteristics of technological revolution, and its impact upon modern society.

"Thai History 1" (S 391 prawatisat thai 1) put stress on the teaching of the history of the Thai race (chon chat Thai). The first aim in the syllabus was "To know and understand the history of the Thai race up to the establishment of the nation before being influenced by the West." This implies that the nation was considered to be

established earlier than the coming of Western influence. The subject covered the fields of politics, administration, laws, economics and society until the reign of King Rama III.

"Thai History 2" (S 392 prawatisat thai 2) dealt with the modernization period, as well as the new administration system under the constitutional polity. One of the aims mentions the importance of fostering historical consciousness and leading the students to learn from the historical facts in order to apply them and understand various problems existing in the contemporary world.

#### The 1981 Curriculum

As there was no revision of the lower-secondary curriculum, the following concerns the upper-secondary level.<sup>6</sup>

#### Educational Aims

The notable aims mentioned are as follows:

- To be conscious of being a Thai citizen, devote oneself to unity, love the nation, support democracy, and apply wisdom to uphold the stability of the nation, religion and the King. (Clause 6)
- To understand the basis and existing problems of politics, economy and society both at home and abroad, be conscious of being a member of mankind, manage to solve problems and overcome difficulties by wise and peaceful means. (Clause 7)

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<sup>6</sup> ศึกษาธิการ, กระทรวง, หลักสูตรมัธยมศึกษาตอนปลาย พุทธศักราช 2524, กรุงเทพฯ: อมรินทร์การพิมพ์, 2523.

The former indicates the elevation of a "sense of unity" among Thai citizens. The three principles of lak thai are found again in this version. The latter clause shows an attempt to broaden students' outlook toward the world. Such a viewpoint was not found in the preceding curriculums.

In the part of "principles," the following two points are worth mentioning.

- One clause refers to regional development in relation to the proper use of science and technology. (Clause 6)
- Environmental protection is mentioned in Clause 7.

These points seem to reflect contemporary issues which have become noticeable in Thailand.

#### Structure of the Curriculum of Social Studies

In 1981, the curriculum had become more substantial in volume and more descriptive in stating the aim of each subject. (The part of social studies occupies 34 pages.) There were many newly created elective subjects.

The compulsory part was composed of six subjects, each of which was titled "Social Studies." (code number: S 401, 402, 503, 504, 605, 606)

S 401 - Politics, Laws, Civics

S 402 - Morals, Ethics, Religions

S 503 - Regional Geography, Environmental Problems

S 504 - Basics of Economics, Regional Economy, Development of Thai Economy, International Economy

S 605 - Thai History (with regard to economy, society, arts and culture)

National Administration based on Democracy

International Disputes after World War II

Science and Technology for Development

S 606 - Meaning of Religions and their Doctrines

Religion and Society

History of Major Sects of Four Religions, namely

Brahmanism (Hinduism), Buddhism, Christianity and Islam

Economics was separated as an independent subject for the first time, which may be a reflection of the rapid economic growth in Thailand at that time. Regarding geography (S 503), regional geography was adopted first. In addition, the relationship between human activity and the environment, as well as the issue of natural resources was mentioned.

Elective subjects numbered 26 courses in all. They are classified as follows.

geography -----	5	history -----	11
politics -----	2	morals / religions-----	2
economics -----	2	population and environment --	2
others -----	2		

#### Curriculum of History Education

As for elective courses, the following are the 11 history-related subjects.

- Basis of History in Thailand
- East Asia in Contemporary World
- South Asia in Contemporary World
- Contemporary Europe
- History of Russia
- History of America
- History of Important Philosophers in the World
- History of Important Scientists and Inventors
- Development of Communication
- History of Society and Culture of Thailand
- Contemporary Issues

It is noticeable that the history of Asia had become a part of the study course, making a change from preceding curricula. Also, the history of other parts of the world was taught in connection with Thailand. For example, one of the aims of the two subjects, "East Asia in the Contemporary World" and "South Asia in the Contemporary World" was "to make use of lessons of East (South) Asian history for the benefit of Thailand." It encouraged students to apply the historical situations of other countries to the case of Thailand. Such an outlook was not found in history subjects of curricula in the past, which dealt with world history as something that had nothing to do with Thailand.

### **The 1990 Curriculum**

#### Educational Aims

The revision in 1990 concerned both lower and upper-secondary levels. The educational aims of the two levels described in the preface



of each curriculum, and the introductory remarks on social studies, are nearly the same.

The preface stated the necessity of revision, saying that "The curriculum has not yet responded to the rapid changes of the economy and to the progress of science and technology in the process of the development of the society." In the description of the aims of the education of social studies, the following points seem to be important.

- To understand the influence of environment upon our life.
- To strengthen ties with the region (locality) and the nation.
- To be a good citizen in the "democratic administration system having the King as the head of the state" (constitutional monarchy).
- To take part in the maintenance of culture and environment of Thailand.

The words "region" and "environment" were again referred to here in this version. Repetition of these concepts indicates that regional development and environmental protection were becoming more crucial matters in Thailand.

(1) 1990: Lower-Secondary Level<sup>7</sup>

#### Structure of the Curriculum of Social Studies

The concept in the formation of compulsory subjects was the same as that of earlier curriculum of 1978. Instead of dividing subjects into history, geography, and civics, social studies was made up of three courses. However, there was a change in title and weight on each course.

<sup>7</sup> ศึกษาธิการ, กระทรวง, หลักสูตรมัธยมศึกษาตอนต้น พุทธศักราช 2521 (ฉบับปรับปรุง พ.ศ. 2533), กรุงเทพฯ: โรงพิมพ์การศาสนา, 2533.

<u>mathayom</u> 1	S 101	Our Country 1 (prathed khong rao 1)
	S 102	Our Country 2 (prathed khong rao 2)
<u>mathayom</u> 2	S 203	Our Continent (thaweeep khong rao)
	S 204	Our Country 3 (prathed khong rao 3)
<u>mathayom</u> 3	S 305	Our World (lorck khong rao)
	S 306	Our Country 4 (prathed khong rao 4)

The course, "Our Continent," was to replace "Our Neighboring Countries" in the 1978 curriculum. The scope of the course, which previously placed emphasis on Southeast Asia, was widened to cover the whole of Asia. The development and changes of Asian countries, which affected Thailand, as well as the role of Thailand in this Asian community were referred to in the syllabus.

In the previous curriculum, each of three courses ("Our Country," "Our Neighboring Countries," and "Our World") had the same importance attached to them. However, in the new curriculum, both "Our Continent" (formerly "Our Neighboring Countries") and "Our World" had less emphasis in the study course, while "Our Country" increased its weight. "Our Country," which was formerly studied only in grade 1 (mathayom 1), had become compulsory until grade 3 (mathayom 3). In the previous curriculum, some parts of Thai history were included in the course "Our Neighboring Countries," or "Our World." This meant that the contents of the lessons on Thailand exceeded the capacity of two courses of "Our Country." There was a need to expand the framework of this course to make adjustments.

Besides the compulsory courses, there were 9 elective-compulsory subjects and 17 elective subjects. Three out of the nine elective-compulsory subjects, were newly created ones called, Our Region (Thong thin khong rao) 1,2,3 (code number S 071, 072, 073). It is reflected in

the educational policy to make more use of regional study. Such topics as regional geography, history, tradition, custom, and arts, development of the region by means of the proper use of technology, and the necessity of people's cooperation in regional development, were dealt with throughout the curriculum.

Three of the elective subjects were "Thai History 1,2,3" (S 023, 024, 025).

### Curriculum of History Education

Thai historical matters involved in the courses of "Our Country" are as follows.

In "Our Country 2," history of the Thai nation (chat thai) "from the past until the present" is taught with stress on the Sukhothai era. It covers the domains of politics, administration, economics, society, and culture, focusing on the foundation and development of the nation (chat). It is aimed at making students understand the development of the Thai nation, be proud of the stability of the Thai nation, and conduct themselves to fulfill the role and duties as members of the families and communities that they belong to, in the democratic society.

A part of "Our Country 3," deals with the history of Ayudhya, and concerns the domains of politics, administration, economics, society, and culture. The foundation and development of the nation is again the main theme in learning Ayudhyan history. The syllabus further mentions the Thai forefathers' endeavor to maintain and develop the nation, and the necessity of cooperation in protecting the nation and national legacy.

Lastly, "Our Country 4" includes the history of the Thonburi and Rattanakosin periods, concerning the same domains as above. The present

administration system, and the constitutional monarch in the democratic society are also taught in this course.

The three elective subjects of "Thai History 1,2,3" deal with the "history of the Thai nation" since the Sukhothai era to the Rattanakosin period. The aims of the study are basically the same as those of history education in the compulsory courses. The notable expressions found in the syllabus are as follows:

- To be proud of being Thai.
- To respect the ability and sacrifice of the ancestors.

(2) 1990: Upper-Secondary Level<sup>6</sup>

#### Structure of the Curriculum of Social Studies

There are six compulsory subjects titled "Social Studies" with the same code numbers as in the curriculum of 1981, but the contents have changed to a certain extent.

- S 401 - Thai Society, Religion
- S 402 - Politics, Laws, Civics
- S 503 - Geography, Natural Resources, Population, Environmental Issues
- S 504 - Economics, Economic Development of Regions and the State
- S 605 - Important Affairs of Thailand and the World in the Past
- S 606 - Progress of Science and Technology, International Cooperation in Economic and Political Activities

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<sup>6</sup> ศึกษาธิการ, กระทรวง, หลักสูตรมัธยมศึกษาตอนปลาย พุทธศักราช 2524 (ฉบับปรับปรุง พ.ศ. 2533), กรุงเทพฯ: โรงพิมพ์คุรุสภาลาดพร้าว, 2535.

It is noteworthy that this curriculum tries to concentrate more on contemporary issues, which may be a result of the principles of revision.

As for the elective subjects, 14 courses were newly added. Three of them relate to Thai history, and the rest are all religious studies. (Buddhism 7 and Islam 4)

### Curriculum of History Education

Of the three additional elective subjects, "Thai History 1,2,3," the field of history education has become more substantial, compared with the previous curriculum of 1981. (As a result, 14 out of 40 elective subjects belong to the field of history.) "Thai History 1,2,3" deals with politics, administration, economy, society, art and culture, important affairs, and the relationship with neighboring countries throughout the periods of Sukhothai, Ayudhya and Rattanakosin.

The scope of the study is similar to that of history subjects at the lower-secondary level. Key expressions include the "development of the Thai nation," and "to be proud of the stability of the Thai nation," which are already referred to in the lower-secondary curriculum of 1990. What is new to the upper-secondary level is the clause, "to apply the method of historical study in the real life."

## 2.2 Change and Continuity of Curricula

Both the structure and the contents of the curriculum of social studies have been changed. History education has secured a firm position throughout the period of this comparative study, but the points of emphasis have changed as time has passed.

The most epochal change in the curriculum is the attachment of great importance on the region and regional history. This phenomena originates from the 1978 lower-secondary curriculum, and was succeeded by the 1981 upper-secondary curriculum. The issue of the 1990 lower-secondary curriculum resulted in the creation of new subjects "Our Region 1,2,3" even as part of the elective courses.

In addition to this, the reference to environmental issues has also become prominent since the 1981 upper-secondary curriculum. As for the latest upper-secondary curriculum, the phrase "international cooperation" may reflect the advent of the "global age." It is also noteworthy that in this 1990 version, contemporary issues have much more weight in the study course, compared to the previous ones.

On the other hand, there are also some unchanging matters described in the series of curricula.

First, the concept of democracy has been repeatedly referred to in the curriculum throughout the three decades. It is obvious that at least some efforts have been made to promote democracy in Thailand through history education. However, it has not yet been rewarded with good fruits. Democracy is such a big issue in Thailand and is often the topic of discussion, especially in political unrest, and the discussion is apt to be concluded that democracy has not yet taken deep root in Thai society. Paradoxically speaking, the repetition of reference to democracy in the curriculum implies that the present state is far from the anticipated goal.

Secondly, the concept of lak thai has always been emphasized. For example, the 1978 lower-secondary curriculum has an expression which encourages students to be proud of being Thai, to pledge loyalty to the nation, religion, and the King. As explained in Chapter 3, lak thai (Thai principles) is formed by three elements, namely the King,

Buddhism, and the nation. Originally, the nation (chat) indicated people who constitute Thailand. Nowadays, the meaning of the nation (chat) has been substituted by "the state" in the curriculum.

Fig. 4.1: Meaning of the Nation (chat)



Judging from the usage of the phrase, "to pledge loyalty to the nation," it is clear that the nation in this context does not mean the people, but something that the people have to swear allegiance to. The sentence following the above-mentioned phrase continues by encouraging students "to unite efforts in maintaining the safety and stability of the nation." Here, the meaning of the nation is much clearer. It is likely that the educational authorities have applied another meaning to lak thai to suit their educational goals.

Thirdly, adherence to the concept of the Thai nation is worth mentioning. Such phrases as "to be conscious of being Thai" constantly appear in the curriculum as an objective of social studies. Besides, in the syllabus of history subjects, it is always the case that the objectives are expressed as "history of the Thai nation in Sukhothai (Ayudhya, Thonburi, or Rattanakosin) period." (underlined by the writer) It is based on myth that the Thai nation has existed since remote

antiquity, and that the dynasties of Sukhothai, Ayudhya, and so forth all belong to a unitary nation of Thai people.

Fourthly, regarding the order of historical studies, the study course follows the stream of time. In other words, history is taught chronologically tracing the path from the past to the present; usually starting from Sukhothai and reaching the present Rattanakosin period, though it often extends over plural subjects according to the formation of social studies of each curriculum.

By the way, the curricula are apt to use expressions like the "Sukhothai era (period)" (samai Sukhothai), and "Ayudhya era (period)" (samai Ayudhya).<sup>\*</sup> In fact, Sukhothai and Ayudhya are the names of cities of high standing with flourishing cultures among other cities. In the history of Thailand, there was no sovereign state established until the reign of King Rama V. There were various domains, and dynasties coexisting with the Sukhothai and Ayudhyan dynasties. Therefore, it is not strictly appropriate to call the periods the "Sukhothai era" or the "Ayudhya era." Such expressions, as a consequence, function to support the idea that Thai history can be concluded in a "single line" (Sukhothai-Ayudhya-Thonburi-Rattanakosin). Here in this idea, the main figures of history are the Thai nation, and the existence of other historical domains are taken lightly.

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<sup>\*</sup>See the 1978 lower-secondary curriculum, p.66 · p.68 / and the 1990 lower-secondary curriculum, pp.90-91.



### 3. Contents of Textbooks

#### 3.1 The Outline of History Education as Seen in the Tables of Contents\*

##### The 1960 Curriculum

##### (1) Lower-Secondary Level

Each grade was divided with one detached textbook which followed the path of Thai history from ancient times to the modern age.

mathayom 1: Textbook of Social Studies, History (mathayom 1) <sup>9</sup>

(baeb rian sangkhom sukxa wichaa prawatisad mathayom 1)

##### Part of Thai History

1. Original Region of the Thai (thin derm khong thai)
2. Nan Chao Kingdom (anaachak nan chao)
3. Migration (kaan ophayop)

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\*In this study, only one textbook version was introduced for representing each curriculum, but actually, there are several publishers of textbooks, both government-based and private. (It would be also possible to further make a comparative study of textbooks issued by these two sectors.)

Government-based publisher - องค์การค้ำของครูสภา

Private publishers

- ไทยวัฒนาพานิช จำกัด
- สำนักพิมพ์ อักษรเจริญทัศน์
- วัฒนาพานิชสำราญราษฎร์
- สำนักพิมพ์ประสานมิตร

<sup>9</sup> วิชาการ, กรม, กระทรวงศึกษาธิการ, แบบเรียนสังคมศึกษา วิชาประวัติศาสตร์ ม.1, (คามหลักสูตร 2503) กรุงเทพฯ: องค์การค้ำของครูสภา, 2516. (พิมพ์ครั้งที่ 4)

4. Southeast Asia prior to the Thai's Migration  
(laem suwannaphum koon chat thai ophayop khao maa)
5. Settlement of Thai People in Southeast Asia  
(kaan tang phumlamnao khong chat thai nai laem suwannaphum)
6. Foundation of Sukhothai (kaan tang krung sukhothai)
7. Administration and Culture of Sukhothai  
(kaan pokkhroong lae wattanatham khong krung sukhothai)
8. Foundation of Ayudhya (kaan tang krung ayudhya)
9. Administration of the Ayudhya Period  
(kaan pokkhroong samai krung sri ayudhya)
10. Culture of the Ayudhya Period (wattanatham samai sri ayudhya)

mathayom 2: Textbook of Social Studies, History (mathayom 2) <sup>10</sup>

(baeb rian sangkhom sukxa wichaa prawatisad mathayom 2)

#### Part of Thai History

1. Prosperity of the Thai in Various Fields in the First Half of the Ayudhya Period  
(khwaam charoen nai daan taang taang samai ayudhya toon ton)
2. Wars against Burma and the First Fall of Ayudhya  
(kaan songkhraam lae kaan sia krung sri ayudhya kee phamaa khrang thi 1)
3. Incidents during the Period that Ayudhya was a Dependency of Burma (hedkaan rawaang krung sri ayudhya pen prathet raat khong phamaa)
4. King Naresuan's Restoration of Independence in 1580  
(Phra Naresuan song prakaad itsaraphaap 2123)
5. King Naresuan's Reign (ratchakaan Somdet Phra Naresuan Maharat)
6. King Naresuan's Expansion of Power and Suppression  
(Somdet Phra Naresuan khayaaai amnaat lae praab praam satruu khong baan muang)

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<sup>10</sup> วิชาการ, กรม, กระทรวงศึกษาธิการ, แบบเรียนสังคมศึกษา วิชาประวัติศาสตร์ ม.2,  
(ตามหลักสูตร 2503) กรุงเทพฯ: องค์การค้ำของคุรุสภา, 2516. (พิมพ์ครั้งที่ 11)

7. The Prosperity of Ayudhya  
(khwaam rung ruang khong krung sri ayudhya)
8. The Decline of Ayudhya (khwaam suam khong krung sri ayudhya)
9. The Prosperity of the Thai in Various Fields in the Latter Half of Ayudhya Period  
(khwaam charoen nai daan taang taang khong thai samai ayudhya toon plaai)

mathayom 3: Textbook, History (mathayom 3)<sup>11</sup>

(baeb rian prawatisad mathayom 3)

#### Part of Thai History

1. Thai Restoration of Independence (thai kuu itsaraphaap)
2. Wars against Burma (kaan songkhraam kab phamaa)
3. Wars to Expand the Territory (kaan songkhraam khayaaai anaakheed)
4. Rattanakosin Period (samai krung rattanakosin)
5. Thailand's Participation in World Wars  
(phrathed thai khao ruam songkhraam lork)
6. Relations with Neighboring Countries  
(khwaam samphan kab prathed krai khiang)
7. Relations with Western Countries  
(khwaam samphan kab prathed tawan tog)
8. Prosperity in Various Fields  
(khwaam charoen nai daan taang taang)

From the structure of the textbooks, the history of Ayudhya is seen to have been given much weight in the study course, as was shown in the curriculum. Contemporary history, on the other hand, covered only a

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<sup>11</sup> พูนผล อาสนจินดา, แบบเรียนประวัติศาสตร์ ม.3, (ตามหลักสูตร 2503) กรุงเทพฯ: ไทยวัฒนาพานิช, 2512. (พิมพ์ครั้งที่ 3)

part of the study course of mathayom 3. Speaking of Ayudhya history, it is clear that a good portion concerned political warfares, especially the wars against Burma. Wutdichai comments on the textbook of grade, mathayom 2 of the 1960 curriculum as follows. "The study course places great importance on wars and the reign of King Naresuan. The way of choosing and organizing the historical facts is not well-balanced, which makes most of the students that learn Ayudhya history have hostile feelings toward Burma. On the same account, if Lao or Cambodian students learned Thai history in the same style as Thai's, they would also dislike Thai people."<sup>12</sup>

## (2) Upper-Secondary Level

At the upper-secondary level, the contents of the history course were not divided into three grades, but compiled as one textbook. The contents are classified into four fields of study.

### Textbook of Social Studies, Thai History (mathayom plaa)<sup>13</sup>

(baeb rian sangkhom sukxa wichaa prawatisad thai, mathayom plaa)

1. Administration and Economy (kaan pokkhroong lae setakid)
2. Religions (kaan saatsanaa)
3. Culture and Arts (wattanatham lae silapakam)
4. Relations with Foreign Countries  
(khwaam samphan kab taang prathed)

<sup>12</sup> วุฒิชัย มูลศิลป์, "ประวัติศาสตร์กับการศึกษา," หน้า 88.

(translated by the writer)

<sup>13</sup> วิชาการ, กรม, กระทรวงศึกษาธิการ, แบบเรียนสังคมศึกษา วิชาประวัติศาสตร์ไทย ประโยชน์นิยมศึกษาตอนปลาย, (ตามหลักสูตร 2503) กรุงเทพฯ: องค์การค้ำของคุรุสภา, 2511. (พิมพ์ครั้งที่ 8)

The 1975 Curriculum (Upper-Secondary Level)

Objectives in Conducting Social Studies S 401, S 402, S 503, S 504  
: Especially for Geography and History <sup>14</sup>

(chut prasong cherng phruttikam wichaa sangkhom sukxa S 401, S 402, S 503. S 504, chapho wichaa phumisad prawatisad)

S 401 Thai History (prawatisat thai)

1. Administration (kaan pokkhong)

- 1.1 Brief history of Sukhothai and Ayudhya
- 1.2 Dynasties (sataaban phra maha kasat)
- 1.3 Administration of Thonburi and Rattanakosin periods  
(1767-1874)
- 1.4 Administration system during the period 1874-1932
- 1.5 Administration system of 1932
  - Administration change in 1932: cause, course of events and results
  - Administration system in the age of democracy: central, regional and local administration, justice and constitution

2: Economies (setakid)

- 2.1 Benefit of Thonburi and Rattanakosin Dynasties
- 2.2 Economic expansion and changes in the reign of King Rama IV
- 2.3 Economies in the reigns of King Rama V and King Rama VI
- 2.4 Depression of economies in the reign of King Rama VII
- 2.5 Economies in the democratic age

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<sup>14</sup> หคสอบทางการศึกษา, สำนักงาน, กรมวิชาการ, กระทรวงศึกษาธิการ, จคประสงค์เชิงพฤติกรรมวิชาสังคมศึกษา ส.401 ส.402 ส.503 ส.504 (เฉพาะวิชาภูมิศาสตร์ ประวัติศาสตร์) (ตามหลักสูตร 2518) กรุงเทพฯ: โรงพิมพ์การศาสนา, 2519.

### 3. Education (kaan suksa)

- 3.1 Traditional education and new education
- 3.2 Educational reform in the reign of King Rama V
- 3.3 Expansion of education in the reigns of King Rama VI and King Rama VII
- 3.4 Education after the administrative change

## S 402 Thai History (prawatisad thai)

### 1. Religion (kaan saatsanaa)

- 1.1 Foundation and restoration of monasteries in the beginning of the Rattanakosin period (reigns of King Rama I - III)
- 1.2 Reorganization and revival of religion in the beginning of the Rattanakosin period
- 1.3 Support and nourishment of religion in the reign of King Rama IV
- 1.4 Support and nourishment of religion since the reign of King Rama V up to now

### 2. Arts and Literature (sinlapa lae wannakam)

- 2.1 Meaning of arts
- 2.2 Various fields of arts
- 2.3 Arts of the Thonburi and Rattanakosin periods
- 2.4 Literature of the Thonburi and Rattanakosin periods

### 3. Customs and Culture (prapheonii lae wattanatham)

- During the period of Thonburi and the beginning of Rattanakosin (reigns of King Rama I - III)
- During the reign of King Rama IV
- During the reigns of King Rama V - VI
- During the age of democracy

### 4. Relations with Foreign Countries (khwaam samphan kab taang prathed)

- International relations during the period of Thonburi and the beginning of Rattanakosin
- Negotiation with western countries and conclusion of treaties during the reign of King Rama III
- Opening the country to trade with the West in the reign of King Rama IV
- Loss of national territories in the reigns of King Rama IV - V

- King Rama V 's trip abroad
- Participation in World Wars I and II
- Missionary activities

In the preceding curriculum of 1960, the study course was divided into four fields, namely politics and economics, religion, culture and arts, and international relations. In the 1975 curriculum, the contents of history education became more substantial, providing seven fields of study: administration, economics, education, religion, arts, customs, and international relations.

With regard to the history of administration, it is noteworthy that the study course placed stress on the modern ages (the Thonburi and Rattanakosin periods). The administrative change in 1932 and the nature of the new administration system are also dealt with in detail.

#### The 1978 Curriculum (Lower-Secondary Level)

mathayom 1: S 101, S 102 Our Country Vol. 1<sup>15</sup>

(prathed khong rao lem 1)

#### Section 1. Issue of Thai Nation (ruang khong chat thai)

##### Part 1. History of Thai Nation (khwaam pen maa khong chat thai)

##### Chapter 1. Thai Race and Its Origin (chon chat thai lae laeng kamnoed)

##### Chapter 2. Establishment of the Kingdom of the Thai Race in the Initial Period (kaan koo tang anaachak khong chonchat thai nai raya raek)

##### Chapter 3. Stability of Sukhothai Kingdom (khwaam pen pugphaen mankhong khong anaachak sukhothai)

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<sup>15</sup> ไพฑูรย์ พงศบุตร และคนอื่น ๆ, แบบเรียนสังคมศึกษา ส.101 ส.102 ประเทศของเรา เล่ม 1 ชั้นมัธยมศึกษาปีที่ 1, (ตามหลักสูตร 2521) กรุงเทพฯ: ไทยวัฒนาพานิช, 2527. (พิมพ์ครั้งที่ 3).

Part 2. Establishment of Diversified Thai Culture  
(kaan saang somlaksana wattanatham thai)

Chapter 4. Influence of Mon, Khmer, India, and China on Thai Culture  
(itthiphon khong mon khoom india lae chiin too wattanatham thai)

Chapter 5. Structure of Thai Society  
(khroong saang khong sangkhom thai)

Chapter 6. Culture in Life (wattanatham nai kaan damrong chiip)

Chapter 7. Customs (prapheeni)

Section 2. Geographical Situation and Thai People  
(laksana thaang phumisad lae prachaakon khong prathed thai)

Chapter 8. Physical Geography of Thailand  
(laksana thaang kaai phaap khong prathed thai)

Chapter 9. Economic Situation of Thailand  
(laksana thaang setakid khong prathed thai)

Chapter 10. Land Reform and Cooperation  
(kaan patirup thi din lae sahakorn)

Chapter 11. People and Environment (prachakorn lae sinwedlorn)

Chapter 12. Understanding of Chart and Plan  
(kaan khao chai phaen thi phaen phum lae phaen phang)

mathayom 1: S 101, S 102 Our Country Vol. 2<sup>16</sup>

(prathed khong rao lem 2)

Section 3. Nation and the People: Duties and Administration  
(rat lae prachachon, nathi lae kaan pokkhong)

Chapter 13. History of Thai Administrative Institution  
(khwam pen maa khong sathaban kaan pokkhong khong thai)

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<sup>16</sup> จรูญ สุภาพ และคนอื่น ๆ. แบบเรียนสังคมศึกษา ส.101 ส.102 ประเทศของเรา เล่ม 2 ชั้นมัธยมศึกษาปีที่ 1, (ตามหลักสูตร 2521) กรุงเทพฯ: ไทยวัฒนาพานิช, 2527. (พิมพ์ครั้งที่ 3)



- Chapter 14. Democratic Administration and Culture of  
Democratic Society  
(kaan pokkhong baeb prachathipatai lae  
wattanatham khong sangkhom prachathipatai)
- Chapter 15. The King in the Democratic System  
(phra maha kasat nai rabob prachathipatai)
- Chapter 16. Roles and Duties of the People in the Democratic System  
Which has the King as the Head of the State  
(bodbaad lae nathi khong prachachon nai rabob  
prachathipatai an mii phra maha kasat pen muk)
- Chapter 17. People and Preservation of Historic Sites,  
Ancient Objects and National Treasures  
(prachachon kab kaan anurak boranasathan boranawat  
lae sombat khong chat)
- Chapter 18. People and Preservation of Natural Resources  
and Environment  
(prachachon kab kaan anurak saphayakorn thammachat  
lae sinwedlorm)
- Chapter 19. Stability of the Nation (khwaam mankhong khong chat)
- mathayom 2: S 203, S 204 Our Neighboring Countries <sup>17</sup>  
(phan baan khong rao)
- Section 1. General Knowledge of Asia  
(khwaam ru thua pai kiao kab thawee asia)
- Section 2. Geography of Southeast Asia  
(laksana phumisad khong esia tawan oog Chiang Tai)
- Section 3. History of Southeast Asia  
(prawatisad khong esia tawan oog Chiang Tai)
- Section 4. Countries of Southeast Asia  
(prathed taang taang nai esia tawan oog Chiang Tai)

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<sup>17</sup> ไพฑูรย์ พงศ์บุตร และคนอื่น ๆ. หนังสือเรียนสังคมศึกษา ส.203 - ส.204  
เพื่อนบ้านของเรา ชั้นมัธยมศึกษาปีที่ 2, (ตามหลักสูตร 2521) กรุงเทพฯ: ไทยวัฒนาพานิช,  
2531. (พิมพ์ครั้งที่ 6)

Section 5. Thailand in the Ayudhya Period (prathed thai samai ayudhya)

- Politics and administration of the Ayudhya period
- Economy and society of the Ayudhya period
- Prosperity of Buddhism, arts and culture
- Relations with foreign countries in the Ayudhya period

Section 6. Thailand in Southeast Asia at Present

(prathed thai nai phumiphak esia tawan oog Chiang Tai Samai Patchuban)

- Stability of Thailand in comparison with neighboring countries
- Rights and duties of citizens
- Morals and ethics of citizens

(As for Sections 1 to 4, detailed contents are omitted.)

mathayom 3: S 304, S 305 Our World Vol. 2<sup>18</sup>

(lork khong rao lem 2)

Section 4. Thailand in the Modern Age (thai yuk mai)

Chapter 17. Thai History at the Turning Point

(prawatisad thai nai raya hua liao hua too)

Chapter 18. Thailand's Changes and Reforms

(thai kab kaan plian plaeng lae prab prung prathed hai than samai)

Chapter 19. Development of the Nation (kaan phattanaa prathed)

Chapter 20. Social and Cultural Changes

(kaan plian plaeng thaang sangkhom lae wattanatham)

Chapter 21. Morals and National Development

(chariyatham kab kaan phattanaa prathed)

Chapter 22. Stability of the Nation (khwaam mankhong khong chat)

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<sup>18</sup> วิชาการ, กรม, กระทรวงศึกษาธิการ, หนังสือวิชาสังคมศึกษา ส.304 ส.305 โลกของเรา เล่ม 2 ชั้นมัธยมศึกษาปีที่ 3, (ตามหลักสูตร 2521) กรุงเทพฯ: องค์การค้ำของครูสภา, 2529.

Section 5. Problems of the Present World (panhaa nai lork patchuban)

Section 6. Understanding Maps (kaan khao chai phaen thi)

(Contents of Our World Vol. 1 and details of Sections 5 and 6 of Vol.2 are omitted.)

mathayom 3: S 391 Thai History 1 (prawatisad thai 1) <sup>19</sup>

Chapter 1. Thai Historical Development  
(khwaam pen maa thaang prawatisad thai)

- (1) Lanna (2) Sukhothai (3) Ayudhya
- (4) Nakhon Sri Thammarat

Chapter 2. Characteristics of Political and Administrative Basis  
(laksana phuun thaang kaan muang kaan pokkhong)

- Dynasties
- Status of the King
  - (1) the King as father of the people
  - (2) the King as a god (thewa racha)
  - (3) the King as Lord of Dharma
- Characteristics of administration
  - (1) administration of capital-dependent system
  - (2) administration after the reform by King Trailoknat
- Form of administration after the reform by King Trailoknat

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<sup>19</sup> วิชากร, กรม, กระทรวงศึกษาธิการ, หนังสือเรียนสังคมศึกษา  
ประวัติศาสตร์ไทย 1 ส.391 ชั้นมัธยมศึกษาปีที่ 3, (ตามหลักสูตร 2521) กรุงเทพฯ:  
องค์การค้ำของคุรุสภา, 2523. (พิมพ์ครั้งที่ 1)

Chapter 3. Characteristics of Social and Economic Basis  
(laksana phuun thaan thaang sangkhom lae setakid)

- Social order (Sakdi na system)
- Agricultural economy (land system, labor system)
- National income
- Trading systems

Chapter 4. Relations with Foreign Countries  
(khwaam samphan kab taang prathed)

- Wars
  - (1) reinforcement of stability of the kingdom
  - (2) defence against invasion
- Diplomatic relations

Chapter 5. Case Study: Historical Lessons  
(kaan suksa chapho koroni: bod rian chaak prawatisad)

- Important incidents
  - (1) the first fall of Ayudhya in 1569
  - (2) the second fall of Ayudhya in 1767

mathayom 3: S 392 Thai History 2 (prawatisad thai 2) <sup>20</sup>

Chapter 1. Response to the Threat of Western Imperialism  
(patikiriya too kaan khukhaam khong chakkrawatniyom tawan tog)

- King Rama IV 's opening of the country
- King Rama V 's reform
- King Rama VI 's nation building

Chapter 2. Economy and Society in the Period of Opening the Country  
(setakid lae sangkhom thai samai kaan poed prathed)

- Changes in the Thai economy
- Thai society in the period of opening to trade with the west

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<sup>20</sup> วิชาการ, กรม, กระทรวงศึกษาธิการ, หนังสือเรียนสังคมศึกษา  
ประวัติศาสตร์ไทย 2 ส.392 ชั้นมัธยมศึกษาปีที่ 3, (ตามหลักสูตร 2521) กรุงเทพฯ:  
องค์การค้าของคุรุสภา, 2523 (พิมพ์ครั้งที่ 1)

Chapter 3. Entering the Age of Democracy

(kaan khao suu rabob prachathipatai)

- Expectations for administrative change
- "Thianwan" and ideals of democracy
- Roles of newspapers in requesting democracy
- Laying the foundation for democracy in the age of absolute monarchy
- Preparation for the promulgation of the constitution

Chapter 4. Thailand in the Age of Democracy

(prathed thai samai prachathipatai)

- Politics and administration in the age of democracy
- Politics and administrative problems in the age of democracy
- Means to bring about the ideal form of democracy
- Thailand's economic and social condition in the age of democracy

Chapter 5. International Relations since the Opening of the Country up to Present

(khwaam samphan kab nanachat tang tae samai poed prathed chon thung patchuban)

- Diplomatic missions to Europe in the reign of King Rama IV
- Thailand and the threat of Western imperialism in the reigns of Kings Rama IV and V
- King Rama V's trip abroad
- Thailand's participation in World Wars
- Thailand's joining international organizations

Chapter 6. Case Study of History

(kaan suksa prawatisad chapho koroni)

- History and the sense of loving the nation
- Success and obstacles in developing the country

The most landmark change in the study course of the 1978 curriculum was the increase of emphasis on issues of the democratic administration system. The subject, "Our Country" (S 101, 102) provided three chapters (Chapters 14-16) dealing with matters of democracy. It included theoretical frameworks for the "meaning of democracy," "forms

of democracy," and "principles of democracy," as well as such topics as the "development of administration based on democracy," "forms of democratic government," and "means to support democracy indirectly," and so on.

It is worth noticing that the study course paid attention to the relationship between the King and the democratic administration system. This shows an attempt to reconcile the "imported" idea of democracy and Thailand's most conventional social institution. In other words, the educational authorities sought ways to adopt democracy in consistency with the royal institution or in a way to maintain the royal institution in the democratic society. In one chapter titled "the King in the democratic system," the following topics are dealt with. (S 101, 102, Chapter 15)

- Enthronement and succession of the throne in the democratic system
- Status of the King in the democratic system
- Importance and benefit of the royal institution toward the nation and the people
- People's duty to protect and reinforce the royal institution
- The Royal Prerogative and King's functions
- Thai king and promotion of democracy

In this context, the King was regarded as a guardian of democracy, and the people were supposed to protect the royal institution. The expression which often appeared in the curricula and textbooks, "the democratic system which has the King as the head of the state" gives a true account of the direction in which both the country and history education was heading for.

There is another interesting point in the changes in the description of Ayudhya history. As seen in the contents of "Our Neighboring Country" (S 203), the history of Ayudhya was divided into four fields, each of which was dealt with equally.

- (1) politics and administration
- (2) economy and society
- (3) Buddhism, arts and culture
- (4) relations with foreign countries

This way of presenting the history of Ayudhya is different from that of the 1960 curriculum, which attached great importance to the history of disputes with Burma.

Another example lies in the subject, "Thai History 1" (S 391). The textbook issued by the Department of Curriculum and Instruction Development, Ministry of Education included a special chapter for the case study of the two falls of Ayudhya. Instead of dealing with these historical facts (the defeats after the wars against Burma,) it regarded the falls as historical lessons which were useful in reinforcing the power of national defence. It concluded the chapter by saying that the defeats against Burma provided the Thai with the opportunity to strengthen their national defence, which functioned effectively in preparing for the threat of the Western imperialism to come later. This shows a positive stance toward the "unfavorable" historical facts, as well as the important aim of trying to eliminate hostility towards the Burmese. In addition, the above method of evaluating some historical facts was quite unconventional in the tradition of history education, even though it was tried within the framework of a "special chapter."

The 1981 Curriculum (Upper-Secondary Level)

Among six compulsory subjects, "Social Studies (S 605)" was the one that dealt with history.

Textbook of Social Studies, S 605 (mathayom 6) <sup>21</sup>

(nangsuu rian sangkhom suksa S 605, mathayom 6)

- Chapter 1. What is History (prawatisad khuu arai)
- Chapter 2. Method of Historical Study (withi kaan suksa prawatisad)
- Chapter 3. Structure of Thai Economy from the Ancient Time up to Now  
(khroong saang thaang setakid khong thai boraan thung patchuban)
- Chapter 4. Structure of Thai Society from the Ancient Time up to Now  
(khroong saang thaang sangkhom thai boraan thung patchuban)
- Chapter 5. Thai Arts and Culture (sinlapa wattanatham thai)
- Chapter 6. Arts and Culture of Prehistoric Time and Arts and Culture of the East  
(sinlapa wattanatham koon prawatisad lae sinlapa wattanatham tawan oog)
- Chapter 7. Arts and Culture of the West  
(sinlapa wattanatham tawan tog)
- Chapter 8. Democratic System (rabob prachatipathai)
- Chapter 9. Industrial Revolution, Progress in Science and Its Influence on Thai Society.  
(kaan pathiwat usahakam khwaam kao na thaang withayakaan lae phon too sangkhom thai)

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<sup>21</sup> ชาดูวิทย์ เกษครศิริ และคนอื่น ๆ, หนังสือเรียนสังคมศึกษา ส.605  
ชั้นมัธยมศึกษาปีที่ 6, (ตามหลักสูตร 2524) กรุงเทพฯ: ไทยวัฒนาพานิช, 2532.  
(พิมพ์ครั้งที่ 6)



Chapter 10. International Cooperation, Competition and Conflicts  
(khwaan ruam muu kaan kheng khan lae khwaam khad  
yaeng rawaang prathed)

The 1981 curriculum for upper-secondary level is based on the Educational Plan of 1977 as the 1978 curriculum for lower-secondary level. So the basic characteristics of the study course correspond with those of the year 1978. (The first students who studied along the 1978 curriculum became the first to have the 1981 curriculum applied.)

The treatment of democracy became more substantial and detailed, compared to the 1960 curriculum. Chapter 8 of the above mentioned textbook deals with the following topics.

- Meaning of democracy
- Development of the idea of democracy
- Democratic administration of U.K., U.S.A. and France
- Development of democracy in Thailand

It included the theoretical frameworks, like the textbooks of the 1978 curriculum for the lower-secondary level. Also, it provided case studies of Western countries, and Thailand.

In 1986, C.B. Macpherson's work, The Real World of Democracy (originally published in 1966 by Oxford University Press) was translated into Thai under the supervision of the Department of Curriculum and Instruction Development, Ministry of Education. According to the preface, this book was to be utilized initially as supplementary reading for high school and university students, as well as for the benefit of the public who were interested in the field of social studies. "This book is useful to lay the foundation of knowledge and understanding of the meaning of democracy, the evolution of democracy of various forms, and its relations with other important social systems in some countries, which we should know in order to maintain the good parts of

democracy." It shows an attempt to introduce the basic idea of democracy, and how democracy has taken roots in other countries. The publishing of such supplementary reading itself shows the importance placed on the issue of democracy in the context of the educational scheme.

### The 1990 Curriculum

#### (1) Lower-secondary level

With regard to the compulsory subjects, "Our Country 2, 3, 4" have history-related syllabus.

mathayom 1: S 102 Our Country 2<sup>22</sup>

(prathed khong rao 2)

Chapter 1. Thai Race and Its Origin  
(chon chat thai lae thin kamnoed)

Chapter 2. Territory of Thailand in the Prehistoric Time  
(sanai koon prawatisad nai din daen prathed thai)

Chapter 3. Forning of Ancient Realm and Its Evolution in the  
Territory of Thailand  
(kaan koo tua lae phattanakaan khong khwean boraan  
nai din daen prathed thai)

<sup>22</sup>

ลดา อมรทัต (แปล), หนังสืออ่านเพิ่มเติมวิชาสังคมศึกษา เรื่อง  
โลกที่แท้จริงของประชาธิปไตย, กรุงเทพฯ: กรมวิชาการ, กระทรวงศึกษาธิการ, 2529.  
(แปลจาก Macpherson, C.B. The Real World of Democracy, London:  
Oxford University Press, 1966.)

<sup>23</sup> ไพฑูรย์ หงสะบุตร และ วิลาสวงค์ หงสะบุตร, หนังสือเรียนสังคมศึกษา  
ส.102 ประเทศของเรา 2 ชั้นมัธยมศึกษาปีที่ 1, (ตามหลักสูตร 2521 / ฉบับปรับปรุง 2533)  
กรุงเทพฯ: ไทยวัฒนาพานิช, 2535. (พิมพ์ครั้งที่ 3)

Chapter 4. Sukhothai Kingdom (anaachak sukhothai)

- Establishment of Sukhothai Kingdom
- Political and administrative characteristics
- Economic characteristics
- Social characteristics
- Heritage of arts and culture
- Decline of political power of Sukhothai Kingdom

Chapter 5. Brief History of Thai Nation after Sukhothai up to Now  
(khwaam pen maa khong chat thai tang tae lang sukhothai  
chon thung patchuban dooi sankhep)

Chapter 6. Way of Life in Democratic Society  
(withi chiwit nai sangkhom prachathipatai)

- Development of democratic administration system in Thailand
- Important principles of democratic administration system
- Characteristics of democratic society
- Important qualifications of members of democratic society
- Roles, duties, and responsibilities of members of democratic society

mathayom 2: S 204 Our Country 3<sup>24</sup>

(prathed khong rao 3)

Chapter 1. Politics and Administration of Ayudhya Period  
(kaan muang kaan pokkhong samai anaachak ayuthaya)

Chapter 2. Society of Ayudhya Period  
(sangkhom samai anaachak ayudhya)

Chapter 3. Economy of Ayudhya Period  
(setakid samai anaachak ayudhya)

Chapter 4. Religion, Arts and Culture of Ayudhya Period  
(satsana lae sinlapa wattanatham samai anaachak ayudhya)

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<sup>24</sup> วิทยา สุจริตณาวิทย์ และคนอื่น ๆ, หนังสือเรียนสังคมศึกษา ส.204  
ประเทศของเรา 3 ชั้นมัธยมศึกษาปีที่ 2, (คามหลักรัฐ 2521 / ฉบับปรับปรุง 2533)  
กรุงเทพฯ: ไทยวัฒนาพานิช, 2536. (พิมพ์ครั้งที่ 3)

- Chapter 5. International Relations of Ayudhya Period  
(kaan taang prathed samai anaachak ayudhya)
- Relations with neighbor countries, other Asian countries, and western countries
- Chapter 6. Rights and Duties of Citizens in Democratic System  
(sit lae nathi khong phonlamuang taam rabob prachathipatai)
- Chapter 7. Basis of Religious Ethics

mathayom 3: S. 306 Our Country 4<sup>๒๕</sup>  
(prathed khong rao 4)

- Chapter 1. Construction of the State in Thonburi period and the beginning of Rattanakosin period  
(kaan koo raang saang baan muang nai samai thonburi lae samai rattanakosin toon ton)
- Chapter 2. International Relations and National Stability  
(kaan taang prathed kab khwaam mankhong khong chat)
- Chapter 3. Modernization (Westernization) of the Nation  
1852-1932  
(kaan prab prung prathed taam baeb tawan tog)
- Chapter 4. National Development in Various Fields (1932-up to Now)  
(kaan phattanaa prathed daan taang taang)
- Chapter 5. Structure of Administration and Political Process in the Democratic System  
(khong saang thaang kaan pokkhong lae krabuan kaan thaang kaan muang nai rabob prachathipatai)
- Chapter 6. Laws that Citizens should Know  
(kodmaai thi prachachon khuan ruu)
- Chapter 7. Basis of Morals of Religion and Society  
(lak tham khong satsanaa kab sangkhom)

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<sup>๒๕</sup> วิชา สุจริตชนารักษ์ และคนอื่น ๆ, หนังสือเรียนสังคมศึกษา ส.306 ประเทศของเรา 4 ชั้นมัธยมศึกษาปีที่ 3, (ตามหลักสูตร 2521 / ฉบับปรับปรุง 2533) กรุงเทพฯ: ไทยวัฒนาพานิช, 2536. (พิมพ์ครั้งที่ 2)

## (2) Upper-Secondary Level

History matters are covered in the following two courses.

mathayom 4: S 402 Social Studies <sup>24</sup>

(sangkhom suksa)

Chapter 1. State (rat)

Chapter 2. Political, Administrative, and Economic Systems  
(rabob kaan muang kaan pokkhong lae rabob setakid)

Chapter 3. Relations with the State and the Citizens  
(khwaam samphan rawang rat kab prachachon)

Chapter 4. Thai Political and Administrative Development (1249-)  
(phattanaakaan thaang kaan muang kaan pokkhong khong  
thai)

- Thai political and administrative development in the era of absolute monarchy (1249-1932)
- Thai political and administrative development (1932-)
- The King in the democratic system of politics and administration

Chapter 5. People's Participation in the Politics and Administration based on Democracy  
(kaan mii suan ruam thaang kaan muang kaan pokkhong  
baeb prachathipatai)

Chapter 6. Basic Knowledge of Laws  
(khwaam ruu buang ton kiao kab kodmaai)

Chapter 7. Process of Legal Affairs in Thailand  
(krabuan kaan yuttitham khong thai)

Chapter 8. Laws and Daily Life (kodmaai kab chiwit pracham wan)

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<sup>24</sup> จรูญ สุภาพ และคนอื่น ๆ, หนังสือเรียนสังคมศึกษา ส.402 ชั้นมัธยมศึกษาปีที่ 4, (ตามหลักสูตร 2524 / ฉบับปรับปรุง 2533) กรุงเทพฯ: ไทยวัฒนาพานิช, 2536. (พิมพ์ครั้งที่ 5)

mathayom 6: S 605 Social Studies <sup>27</sup>

(sangkhom suksa)

- Introduction. Evolution of Thai History  
(wiwattanakaan khong prawatisad thai)
- Chapter 1. Changes of Thai Society  
(kaan plian plaeng thaang sangkhom thai)
- Chapter 2. Changes of Thai Culture  
(kaan plian plaeng thaang wattanatham thai)
- Chapter 3. Changes of Thai Economy  
(kaan plian plaeng thaang setakid thai)
- Chapter 4. Changes of Thai Politics and Administration  
(kaan plian plaeng thaang kaan muang kaan pokkhrong  
thai)
- Chapter 5. Social and Cultural Changes of Western Countries  
(kaan plian plaeng thaang sangkhom lae wattanatham  
khong chat tawan tog)
- Chapter 6. Economic Changes of Western Countries  
(kaan plian plaeng thaang setakid khong chat tawan tog)
- Chapter 7. Political and Administrative Changes of Western  
Countries  
(kaan plian plaeng thaang kaan muang kaan pokkhorong  
khong chat tawan tog)
- Chapter 8. Social and Cultural Changes of Eastern Countries  
(kaan plian plaeng thaang sangkhom lae wattanatham  
khong chat tawan oog)  
- China and India
- Chapter 9. Economic Changes of Eastern Countries  
(kaan plian plaeng thaang setakid khong chat tawan oog)
- Chapter 10. Political and Administrative Changes of Eastern  
Countries  
(kaan plian plaeng thaang kaan muang kaan pokkhrong  
khong chat tawan oog)

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<sup>27</sup> ชิดา สาระยา และคนอื่น ๆ, หนังสือเรียนสังคมศึกษา ส.605 ชั้นมัธยมศึกษาปีที่ 6, (ตามหลักสูตร 2524 / ฉบับปรับปรุง 2533) กรุงเทพฯ: ไทยวัฒนาพานิช, 2537. (พิมพ์ครั้งที่ 2)

## Chapter 11. International Disputes and Cooperation

(khwaam khad yeang lae khwaam ruam muu rawang prathed)

Basically the direction that the 1990 curriculum follows that of previous ones; the 1978 curriculum for lower-secondary level, and the 1981 curriculum for upper-secondary level. As far as the contents of history textbooks are concerned, there are no substantial points found within the curriculum which could clearly differentiate the old and new curricula.

The most important changes were conditions surrounding history education. Upon issuing the 1990 curriculum, an innovation took place in the domain of teaching methods. Teachers, who had been "the providers of the knowledge" changed their role as "information collectors (phuu ruab ruam koomuun)," and were then expected to encourage students to discuss historical issues and analyze their own accounts, rather than just give lectures. Moreover, history education, and history teaching were no longer dependant just upon textbooks. There were quite a few side readings and academic readings published, which were helpful in deepening students' understanding of social studies including history. The advance of the media in recent years has also had an effect on education. The information gained through the media has also become a part of students knowledge and data with which to understand society.<sup>26</sup>

The issue of teachers and students will be discussed in the latter part of Chapter 5.

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<sup>26</sup>Jitlada Sirirat, personal communication, December 28, 1995.

### 3.2 The Gap between the Real Happenings (Historical Facts) and Descriptions in Textbooks

The writer has not dealt fully examined expressions in the series of textbooks, word by word. Actually, it is beyond the scope of this study to make an overall research on various topics. However, one topic is now chosen to make an investigation on expressions found in textbooks; that is a case that an historical fact is falsely represented in the textbooks.

As long as history writings are products of men, descriptions of history unavoidably reflects the color of the age and intentions of the authorities. Even under the situation that there is no pressure or needs of the time, historians are not free from environmental factors and it is also impossible (and not necessary) to eliminate their own judgement from their writings. Questions such as "What is 'correctness' in history writing?" or "What is an 'historical fact'?" are open-ended questions. It is natural that an historical event is often not written as it actually happened.

Contents of history textbooks are more likely to be influenced by the authorities, since they are aimed at upbringing children to become "good members" of the society. Especially in Thailand, where modern education was initiated and has been conducted in a centralistic way under the strong leadership of the government, the contents of history education have been regulated by the Ministry of Education.

Following is a case that an historical event is not described neither as it is understood "correct" by academics nor as it is recognized by the public.



Descriptions of the Event of October 6, 1976

This event is expressed by Wyatt as a "massive assault" and "political violence" "which ended the brief democratic experiment." In his words, students gathering in Thammasat University were lynched, burned alive, and beaten by Village Scouts, Red Gaur, the police and others, though he does not give the concrete number of victims.<sup>29</sup>

A Thai history book relates that "the conservative side" (faai anurak) executed the most violent and cruel an action ever taken in Thai history, including burnings at the stake and hangings. Students and people who lost their lives in this massacre numbered in not less than three hundred and those arrested were between three and four hundred. The coservative sect of the military overthrew the government of Seni Pramoj which had been formed as a result of a general election, and seized the people's power."<sup>30</sup>

In a textbook of Sukhothai Thammathirat Open University, titled Social Studies 5 - Thai History for Teachers, the incident of October 6 is described as follows.

"On October 6, 1976, students at the campus of Thammasat University were assaulted and massacred. There were 37 killed, many injured and 3094 arrested. The reform party headed by Admiral Sagat Chalawyu seized administration power, proclaimed the dissolution of paliament,

<sup>29</sup>Wyatt, Thailand - A Short History, p.302.

<sup>30</sup>พรภิรมณ์ (เอี่ยมธรรม) เชียงกุล, ประวัติศาสตร์ไทยสมัยใหม่ เล่ม 1 (2475-2524), กรุงเทพฯ: สำนักพิมพ์โอเดียนสโตร์, 2535. หน้า 195.  
(translated by the writer)

repealed the constitution and organized a cabinet with Thanin Kraivichien as the 14th prime minister in Thailand on October 8, 1976."<sup>31</sup>

The number of the dead is extremely small compared to the previous example.

On the contrary, as far as the writer has investigated, school textbooks neither mention the number of victims nor do they give a concrete description of the cruel treatment of the students. Followings are four examples out of textbooks of the 1990 curriculum, with regard to the October 6 incident.\*

Example 1: S 204 Our Country 3 (prathet khong rao 3)  
for the mathayom 2 level  
(in the part titled "Development of democracy in Thailand")

"(The return of Thanom and Praphas from exile) resulted in the large-scale protest rally during October 6-7, 1976, which led to the coup d'etat by Admiral Sagat Chalawyu and the formation of the cabinet topped by Prime Minister Thanin Kraivichien."<sup>32</sup>

As for the following case, no reference is made to the October 6 incident in the related paragraph below.

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<sup>31</sup> วิทยา สุจริตชนารักษ์, "การเมืองไทยหลัง 2475" ใน เอกสารการสอนชุดวิชา สังคมศึกษา 5 (ประวัติศาสตร์สำหรับครู) หน่วยที่ 6-10 (22432), กรุงเทพฯ: สาขาวิชาศึกษาศาสตร์, มหาวิทยาลัยสุโขทัยธรรมาธิราช, 2533. หน้า 641.

<sup>32</sup> วิทยา สุจริตชนารักษ์ และคนอื่น ๆ, หนังสือเรียนสังคมศึกษา ส.204 ประเทศของเรา 3 ชั้นมัธยมศึกษาปีที่ 2, หน้า 84.

Example 2: S 402 Social Studies (Sangkhom suksa)  
for the mathayom 4 level  
(in the part titled "Thailand's political and  
administrative development since 1932 up to date")

"The meaning of democracy is restricted in the framework of 'democracy in Thai style.' Although Thailand had a period of democratic administration after the incident of October 14, 1973, it had suffered a setback by dictatorship in parallel with the Thanin's regime which was ended by the coup d'etat of October 20, 1977."<sup>33</sup>

Example 3: S 605 Social Studies (sangkhom suksa)  
for the mathayom 6 level  
(in the part titled "Political and administrative  
change after the 1932 revolution")

"The incident of October 6, 1976 is regarded as a stain on Thai history, as it was a violent and cruel event. Thai people had to kill each other, and there was both material and spiritual loss to a great extent."<sup>34</sup>

The another version in the textbook for the course S 605 gives a different description.

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<sup>33</sup> จรูญ สุภาพ และคนอื่น ๆ, หนังสือเรียนสังคมศึกษา ส.402 ชั้นมัธยมศึกษาปีที่ 4, หน้า 46.

<sup>34</sup> ชาอูวิทย์ เกษตรศิริ และคนอื่น ๆ, หนังสือเรียนสังคมศึกษา ส.605 ชั้นมัธยมศึกษาปีที่ 6, (ตามหลักสูตร 2524 / ฉบับปรับปรุง 2533) กรุงเทพฯ: ไทยวัฒนาพานิช, 2536. (พิมพ์ครั้งที่ 1) หน้า 86.

Example 4: S 605 Social Studies (sangkhom suksa)  
for the mathayom 6 level  
(in the part titled "Political and administrative  
change after 1932)

"Movement toward democracy after the incident of October 14, 1973 was opposed by many groups who esteemed that it was supported by the Communist Party in Thailand. Such opposition led to the action to suppress students and people on October 6, 1976, and to the coup initiated by Admiral Sagat Chalawyu repealing the constitution. The arrest of activists made a large number of students and people escape into the forest to cooperate with the Communist Party in Thailand, particularly under the dictatorship of Thanin's civilian government."<sup>35</sup>

In these examples, the October 6 incident is generally described as the cause of the coup d'état and the alternation of the prime minister. The massacre of students is not mentioned at all.

Example 2 made no reference to the incident, but barely indicates that development of democracy was damaged by the dictatorial regime of Prime Minister Thanin. (Instead of writing the "dictatorship of Prime Minister Thanin," it expresses the situation in a round-about way saying the "dictatorship in parallel with the Thanin's regime.")

Example 3, which is from an upper-secondary school textbook, uses such words as "violent" and "cruel" in its explanation. However, there is still room for question, whether it is appropriate to say "Thai people had to kill each other." (khon thai tong kha kan eeng) Such an expression gives the impression that both the military and students

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<sup>35</sup> ชิตา สารระยา และคนอื่น ๆ, หนังสือเรียนสังคมศึกษา ส.605  
ชั้นมัธยมศึกษาปีที่ 6, หน้า 63.

harmed each other. It was actually the military's one-sided, indiscriminate attack upon the students.

Example 4 does not describe what actually happened on October 6, but says there was an "action to suppress students and people." It rather tries to relate the incident with the threat of Communism during that period.

Last of all, let us refer to one more example out of a textbook issued in 1977, one year after the October 6 incident. (Only the curriculum of social studies was revised in 1977 - the circumstances of this partial revision will be touched upon in Chapter 5.) We can understand the political atmosphere during the Thanin's regime in the following expression.

Example 5: History (prawatisad) for the mathayom 3 level  
(in the part titled "Administrative change and  
administration in the system of Thai democracy")

"(After World War II,) infiltration of Communism into Thailand was on the rise and threatened the institution and foundation that Thai people adhere to, namely the nation, religion and the king. Especially after October 14, 1973, the country was in turbulence and unrest. Therefore, the reformers' committee led by Admiral Sagat Chalawyu seized state power on October 6, 1976 in order to lay the foundation for administration based on real democracy (kaan pokkhong baeb prachatipatai thi thae cing) in Thailand. Thai people have to cooperate with each other for democratic administration which has the king as the head of the state, so that real democracy can be realized in Thailand, which

will, from now on, bring about peace, rest, prosperity and steadiness to the nation and Thai people as a whole."<sup>36</sup>

In this paragraph, the October 6 incident is presented as a measure to invite the age of "real democracy." It makes no mention of the violence exerted on students. We can perceive more intentionality from this tone of expression than in the other four examples.

Although descriptions in Examples 1-4 are not "faithful" to the incident and are silent about the cruelty of the massacre, at least the incident is regarded negatively as a "stain" on Thai history. Even Example 2, which has no explanation on the event of October 6, indicates that the dictatorship during the Thanin's regime became an obstacle toward the development of democracy. Example 1 does not provide details in its short sentence, but does not give a positive evaluation to the incident, either. Examples 3 and 4 even adopt words like "kill" or "supress" in its explanation.

However, in Example 5, the October 6 incident is regarded as more than a "necessary evil." It is considered to be a correct and appropriate measure "to bring about real democracy." It is likely that a chain of events, starting from October 6, such as the purge of leftist students, controls on freedom of speech and the press were all legitimized by the government under the pretext of protecting the state from Communism.

There is 13-year time gap between the previous four examples and the last one. The last example was strongly influenced by the politics of the time shortly after the October 6 incident, while the other four

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<sup>36</sup> ประสาท หลักศิลา และคนอื่น ๆ, แบบเรียนประวัติศาสตร์ ชั้นมัธยมศึกษาปีที่ 3 ตามหลักสูตรใหม่ พ.ศ. 2520, กรุงเทพฯ: สำนักพิมพ์วัฒนาพานิช, 2521. (พิมพ์ครั้งที่ 2) หน้า 72.

examples reflect a comparatively "fair" judgement of the issue as a result of moderation of political radicalism taking place in 1980s.

The discussion so far has revealed that the descriptions of the school textbooks are subject of the political intentions of the authorities more than those of general history writings. That is because school textbooks are directly purposed to educate students to become "desirable" citizens of the society. However, the degree of the political intention reflected in textbooks is not always the same. When authoritative government seized the state power, their aims are transmitted into textbooks more quickly and obviously.



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