

## REBIRTH OF “HISTORY OF EDUCATION”

TOSHIO NAKAUCHI

### 1

The research and teaching of History of Education, now in Japan, are on the verge of crisis. Of course, month by month, many articles and books on History of Education had been and are put into print. However, these papers are read and shared only among the specialists.

History of Education has lost its academic capability as an element inspiring theory and daily practice of education. Consequently, History of Education as a teaching subject has become unattractive to future teachers, parents, and administrators.

In such a situation, more important event has happened. Recently, Japanese Ministry of Education (which has the competence determining the system for the forming of future teachers) has changed its policy, and History of Education as a teaching subject was vanished from the course of study for forming of future teacher in universities and colleges.

In Japan, the teaching of History of Education started in the 1880's at normal schools. Before then, there was no teaching of History of Education. Because, in Japan, there were neither normal schools, nor courses for teaching the History of Education to future teachers. In Japanese thought, there was no idea that teachers must be trained.

Of course, for example during the Edo period, there were many teachers in every field, for example Chinese philosophy, medicine, Japanese literature and Western science and technology, etc. However these teachers were not trained intentionally, but were, instead, self-taught and became teachers un-intentionally.

The Meiji-state imported the ideas and institutions of normal schools. From where? Of course, from America-European societies (with content such as pestalozzian, at the Oswego-normal-school in America). Thus, the Meiji-state determined the curriculum for teacher training, and started the teaching of History of Education in Japan.

After the 1910's, the status of History of Education in normal school became more firm. During this period, the curriculum of Pedagogical courses in normal school was composed of four parts: History of Education, psychology, teaching-methodology and the management of school.

Until and end of World War II, this structure continued. With the post-War reformation, the Japanese teacher training system changed to an open system from a closed separate system (the normal school system). But, the same structure continued. However, as I mentioned above, quite recently, the Japanese Ministry of Education changed the curriculum again. And thus, History of Education as a teaching subject vanished from the course of study for forming of future teachers.

The cause and purpose of this policy-change is not clear sufficiently. Naturally, I am opposed to this reform act as a historian. It has been said that the hidden cause of the policy-change is political rather than educational. Probably, it is true. However, at the same time, I can't deny that this reform act also has an educational *raison-d'être*.

Japanese historians were trying to develop the new paradigm of History of Education that can inspire theory and daily practice of education. Following two notes are the programs on the lecture of History of Education in universities (private, national) which my colleagues sent to me as their's.

*Note (A)*

Prof. H. Nakano

\*By every other year, I, II

\*Professor lecture-student report

I. Modern History of Education (1)—Japan—

(1) Development of Modern Education in the Edo Period

\* Local Community School—Demand of Upper Class Peasant & Merchant

\* Private One-Teacher School (Chinese Philosophy, Western Science)

—Demand of the New Intellectuals—

\* Sekimon-Shingaku (New Ethics of Confucianism)

(2) Establishment of Modern School System by Government

—Educational Policy for Fukoku-Kyōhei (Creation of the Wealth & Strong Soldier)—

(3) Movement of the Education Reformation during the 20th century.

\* New Educational Thought

—Cultural Exchange between Japan & Western Societies—

\* New Methods

II. Modern History of Education (2)—Western Educational Thought—

\* Comenius, J.A. (*Didactica Magna* 1657)

\* Rousseau, J.J. (*Emil ou de l'Education* 1762)

\* Pestalozzi, J.H. (*Abendstunde eines Einsiedlers* 1780)

\* Herbart, J.F. (*Allgemeine Pädagogik aus dem Zweck der Erziehung abgeleitet* 1806)

\* Dewey, J. (*the School and Society* 1899)

*Note (B)*

Prof. K. Ōta

I. History of Education in Western Society

1 History of the thought on "Child"

2 Modern Innovation of the Thought on Knowledges

3 Historical Condition of the Growth of Modern School

—Comparative Study—

4 Development of Compulsory-Education Thought

—Germany during the Period of Religious Reformation—

- 5 Development of Public Education Thought  
—the French Revolution, the American Revolution for Independence—
  - 6 Development of Educational Institutions for the Mass  
—The Industrial Revolution in England—
  - 7 International Movement for New-Education
  - 8 Innovation of the Secondary Education System
  - 9 Reformation of Educational System in Post-War Western Society
- II. History of Western Educational Thought

(Change by student's demand)

- 1 Life & Educational Thought of Comenius, J.A.
- 2 Life & Educational Thought of Rousseau, J.J.
- 3 Life & Educational Thought of Pestalozzi, J.H.
- 4 Life & Educational Thought of Fröbel, F.W.
- 5 Life & Educational Thought of Herbart, J.F.
- 6 Life & Educational Thought of Krupskaya, N.K.
- 7 Life & Educational Thought of Dewey, J.

Historians had been trying and are trying to develop the new paradigm of History of Education. However, on the other hand, it is also true that the teaching of History of Education under open-system has become whim, or special taste of historians, and too, it remained an old-fashioned way of History of Education which no longer has the correspondance with the educational reality woven by parents, teachers, administrators, so lost its academic capability inspiring theory and daily practice of education.

The structure of educational reality have changed completely through the process of industrialization and democratization of Japanese society. Nevertheless, the paradigm of History of Education failed reform itself fundamentally.

Nowadays, it is not the reform of education, but the reform of paradigm of History of education that is necessary and indispensable for us.

## 2

The aim of History of Education as research or academic discipline is to make visible the present and future of educational reality by reconstructing its past image through historical materials. And, its aim as a teaching subject is also the same. Because, the method of History of Education as an academic discipline is to analyze-integrate the educational reality historically in order to make the objects visible. And the origins of development of educational thought and skills are also plugged in this same educational reality.

The research and teaching of History of Education are closely related through this relationship. Therefore, if we would like to develop the educational abilities of students, future teachers, we have to teach them History of Education as academic discipline which is scientific, and moreover, has deep relationship with educational reality. If we have not yet such paradigm of History of Education, teaching of History of Education will have no correspondence with the forming of educational thought and skill for future teachers.

The proposition, as I have mentioned above, is clear and doubtless.

However, here is two controversial topics—what is "Education"? And, how is the

historical structure of “educational reality” like? The former question should be referred to the problem on concept of “education,” the latter to the problem on concept of “history” of education.

Among the historians who study the History of Education, there are some different opinions on these topics. For example, one considers History of Education as a kind of cultural, or political history, whereas another think it is a kind of educational knowledge. These topics could also be termed applied history and part of the science [of education (that is pedagogy)].

In Japan, historians of education have been trained in two fields: the department (or course) of history and the department of education.

The historians trained in the former field have the tendency to see History of Education as an applied history and a kind of cultural or political history. On the other hand, the historians trained in the latter have the tendency to consider History of Education as a kind of science of education. It is said that the former has a weak point on the concept of Education, whereas the latter on the concept of history or methodology. In order to encourage these two types of historians to cooperate with each other, I think, it is necessary to make a theory of the History of Education, that is to say, a kind of historiology of education.

In the next section, I would like to state my idea on these problems.

### 3

Regarding the relationship between concept or paradigm of History of Education and educational reality, we have three topics to discuss.

First, education is a kind of social process which are woven by the adult actions in assisting the child’s efforts to acquire the abilities for living more richly, more beautifully and more justly.

This help or assistance is a social process of human behaviors, and must be carefully shaped. Human behaviors naturally create human relations. So they must also be responsible for reforming or planning these relations.

Moreover these human relations produce the education system which, in its constant form, means the educational institutions and educational law. It is also said that educators must manage these groups or reform these institutions.

Control of the social process of behaviors, planning the relations and managing groups in the field of child rearing and education—these three elements are the cause and result of each other. They compose a triangle. Each side of this triangle is one aspect. And as a total, they make up educational reality. Each of these three elements contains the pedagogical facts as follows—

For example:

- 1) educational behaviors—that is, controlling the process of education which includes school subjects, educational materials, technology, the system of evaluation, the teaching process . . .
- 2) educational relations—planning or reforming of the education system, school system, . . .
- 3) management (or regulation) of education group—management, administration of school

systems, youth groups, popular movement & so forth.

Therefore, I think, as a result, the paradigm or aspect of History of Education must be balanced with these three elements of educational reality. Of course, historian may choose and teach any one side of the three. It may be the history of educational process (history of school subjects, . . . ) or educational relations (history of school system reform. . . .). However, it must also make visible other sides of these three aspects, through the one side he chose.

Secondly,

In addition to the problem of correspondence in the social dimension that I mentioned above, we also have the problem of correspondence in the historical dimension.

The pioneer of the concept of education is, historically, the modern family which became independent from medieval communities.

Next, the nation state appeared in this field, partly as an arbitrator in the conflicts of interests within family groups, but also for its own socio-political purposes. It is well known that the origin of school is as old as the state. Its history starts in Ancient society. But, the history of educational behaviors (relations, groups) is more young. The concept (not the word) of "education" was developed by humanists during the 15th and 16th century as the work of the family, and was reconstructed by the leaders of religious reform & enlightenment according to their images of modern society, and was institutionalized by the nation state throughout the world. Thus, the character of this concept now changed.

Following this, educational movements appeared to resolve the discord between educational institutions, communities and the demands of the families.

It is clear, therefore, that aspects or paradigm of History of Education must be settled in relation to these four historical institutions, too. Historian may choose and teach any of these institutions. However, he must make visible the relations between one another through the explanation of historical character or role of institution he has chosen.

And thirdly,

There are the problems about the situation of historical observers, to whom historian would like to make the reality of education totally visible. This is the problem of historical horizon that was proposed by social history.

In many cases, researchers of History of Education were trying to explain and teach the historical process of educational will which educational groups or person planned and put in practice. That is history of educational institutions, laws, thoughts, and all those superficial events.

However, there is another horizon in the historical process of education. This is to say, historical process of education on how all those nameless people were living in these historical processes intended by institutions, laws, well known persons.

These two historical processes have different historical space structures and time spans and causations. When we'd succeed to illustrate these two historical processes and their relations, we can say that historian made the historical world of education totally visible.

## 4

Now, I'd like to propose my lecture program as follows.

(A) *History of Pedagogy (Subject of General Education)*

- 1 Historical character of the concept "Education"
- 2 Some thoughts concerning the growth of child and youth before "Educational" thought—Tradendis disciplinis, formatio—
- 3 Educational thought in the Enlightenment & the Reformation movement—Birth of modern Pedagogy—
- 4 Modification of modern Pedagogy
  - a) educational thought for working class
  - b) Pedagogy for women
  - c) child centered school and science of education
  - d) ethnic factor in educational thought
- 5 Pedagogy in Japan

(B) *History of Education (Professional Subject on Faculty of Social Studies & Course of Future Teacher Training)*

- 1 What is "History of Education"
- 2 Marriage, child bearing, rearing, indoctrination and education by community & family—from the 17th to the 20th century Japan—
- 3 Plan and ideology of public school system by nation state (Meiji-Government)—from the 19th to the 20th century—
- 4 Public school system and popular movement—during the 20th century—
  - a) social history of women's school—feminism movement—
  - b) social history of new school—social movement of new middle class—
  - c) school and class struggle by peasants and workers

History of Education is not an instrument for forming the educational thinking of future teachers. It is one of social or cultural sciences, moreover a world-wide one. Because, the concept of education is historical, but, in modern society, it is also universal.

However, we must not forget that the teachings of History of Education have the role of forming the educational thinking and skill of groups of audiences or readers (parents, teachers, etc.), too.

The Japanese post-war generation (including myself) tried to erase the old style History of Education which ignored the state and popular movements, and the class struggle. We took the standpoint of analyzing the connection between war crime & war responsibilities and Japanese pedagogies & histories.

However, we cannot be content with the History of Education that does not give rich guidance to the daily practice of teachers, parents, and administrators.

If we want to submit ourselves to the aims of History of Education as a academic dis-

cipline & teaching subject, it is necessary to settle a total, and yet, deep relationship between aspect or paradigm of History of Education and educational reality woven by anonymous mass, that is to say, unknown parents throughout every classes, youth groups, children and so forth. When we'd succeed to develop such a History of Education, teaching of History of Education will regain an academic capability that can give rich guidance to the daily practice of students, teachers, and administrators.

HITOTSUBASHI UNIVERSITY