

外国語要旨

Teacher Training Reform at the Early Stages of Post-World War II in Japan:
Establishment of "Teacher Training at Universities and Colleges" and Positioning of Liberal Arts

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The purpose of this paper is to clarify that the idea which is the teacher training through liberal arts overcomes "the teacher type" was not have substance from the time of establishment of liberal arts colleges, liberal arts departments and education departments, the roles of which are the teacher training. The teacher type means that teachers such as with a narrowed view, compliant and obedient to authority and nation. There is no fact that these colleges and departments which were started in 1949 made much of liberal arts than other colleges and departments. The time which this paper makes the main objects is from August, 1945 to March, 1954.

Based on these documents about curricula and faculties of each departments, colleges and universities, the Japan Education Reform Committee (JERC), and the Institute For Educational Leadership (IFEL) and so on, this paper considers that arguments about reform of system in part 1, embodiment about reform of system in part 2 and process of formation about curricula and faculties of each colleges and departments in part 3. To sum up, this paper describes about the teacher training reform early after WWII in Japan as follows.

JERC proposed the teacher training through liberal arts. It is based on critical recognition that normal school system trained the teacher type. JERC proposed that primary school teachers and junior high school teachers should be trained at liberal arts colleges. In pre-war, the argument of the primary teacher training and that of the secondary school teacher training have been separated. However, both were mixed in an argument at JERC. That is, JERC was based on criticism to the teacher type which had been in the argument of the primary teacher training in pre-war, and proposed the students who will be teachers in the future study literature and physical science at college which had been in the argument of the secondary school teacher training in pre-war. The image of liberal arts were various and complicated in the whole high education. Furthermore, in the teacher training, literature and physical science were added to the image of liberal arts, so liberal arts became vague.

Thus, the image of liberal arts and criticism to the teacher type were vague. Nevertheless, the idea which is the teacher training through liberal arts overcomes the teacher type had fixed persuasiveness at the first stage after WWII. Because the primary school teachers and junior high school teachers were vaguely put together to compulsory education teachers. These were same also at the Ministry of Education, normal schools, liberal arts colleges, liberal arts departments and education departments.

Meanwhile, liberal arts were easy to be confused with the subject specialized education. In such situation, criticism to the teacher type that originally the idea which makes much of liberal arts was based on retrogressed. And criticism for academism began to be developed. In addition, broad study which had been emphasized on liberal arts became emphasized on the subject specialized education. Furthermore, liberal arts colleges, liberal arts departments and education departments succeeded the staff of normal schools.

In such a process, the idea which is the teacher training through liberal arts overcomes the teacher type retreated more and more.