

Teacher Preparation in Japan

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As adviser for teacher training, Civil Information and Education Section, headquartered in Tokyo, Verna A. Carley gives us a picture of the uses to which normal schools in Japan were put as agents of propaganda; and tells something of the slow process of reorganization in these institutions.

THE ESSENCE of the national entity must be clarified together with a realization of the Empire's mission, a keen consciousness of loyalty must be fostered, and leadership training for national accomplishments stressed. The essence of education will be mastered, instilling in the student a fervent interest in the teaching profession, faith in the national entity and in Imperial Administration policies. Such were the regulations the normal schools of Japan received from the Ministry of Education in 1943.

In light of such a directive it is not surprising that the teacher education curriculum was narrowly specialized, providing neither general education nor adequate professional training. Entrance examination records substantiate the fact that students enrolled in normal schools were the lowest in academic ability.

Fostering Potential Teacher Status

The low standards and the amount and kind of governmental influence exerted on the normal schools in making them the instrumentalities of militarism have made them so looked down upon that the reestablishment of respectability for all teacher education has been one of the chief problems in post-war Japan. All of the government normal school textbooks were banned and a large proportion of teachers resigned or were

purged for their wartime activities.

There were fifty-five regular normal schools—fifty-two of which had women's as well as men's departments. Though they were under one director, each department was a separately organized institution, not more than half having both departments in the same city. In addition to the regular courses, they had two-year preparatory schools for students planning to enter the normal schools as well as "attached" elementary and secondary schools for demonstration and practice teaching purposes.

Entrance to the normal school was based upon completion of eleven years in the elementary and secondary schools for men, and ten years for women. The course in the men's department was three years in length, and until 1948 the women's course terminated in two years. After 1943 when the normal schools came under the Ministry of Education, they were classified as higher education institutions, though no steps were taken to implement this change in status.

Types of Institutions

Japan has had five types of institutions whose primary purpose has been the education of teachers. On the highest academic level were the two (Bunrika) Universities of Literature and Science at Tokyo and Hiroshima, post

graduate universities of the higher normal schools. The aims of these two specialized universities were to promote research and advanced study in the arts and sciences with emphasis upon the improvement of the science of education and the preparation of teachers for higher institutions.

Higher Normals—There were seven higher normal schools, the two (for men) at Tokyo and Hiroshima, intimately connected with the Bunrika universities and in each case having the same president. There were two other higher normals for men and three for women. The curriculum was four years in length and was based upon eleven years of elementary and secondary school preparation. Graduates were prepared particularly to teach in normal schools, in secondary, and in vocational schools. The quality of the teaching staffs was superior, and attached elementary and secondary schools provided the normal school students with opportunity for observation and practice teaching.

Regular Normal Schools—Interestingly enough Tokyo Normal School, the first teacher education institution in Japan, had an American educator, M. M. Scott, on its staff and in order that it might develop along American lines appointed in 1879 as director and vice director two Japanese men who had studied at Bridgewater and at Oswego Normal Schools. There has been at least one normal school in each prefecture for the preparation of teachers for the elementary schools. Until April, 1943 these were under prefectural control, and were considered on the secondary level; but in that year they became national schools directly under the Ministry of

Education, presumably to improve their standards and financial support, but also to increase the direct governmental supervision and control.

Youth Normal Schools—Institutions for the preparation of teachers for the youth schools were given status as youth normal schools in 1944. During the War the youth schools were made a vehicle of government ultranationalistic and militaristic propaganda and training. Like the regular normal schools they provided three-year courses for men and two-year courses for women teachers. The quality of the staff and facilities was the lowest in Japan.

Other Institutions—There were two special schools, one for the preparation of teachers in agriculture, the other, teachers of physical education. There was also a group of teacher training institutions attached to the two or three-year colleges (*semmon-gakko*). Here students received some instruction for teaching the major technical and vocational fields they were studying in the college.

Special Preparation Is Overlooked

At the beginning of the 1947-48 academic year Japan had 140 teacher educating institutions. With a teaching staff of 6500, only one-eighth were women. It is interesting to note, too, that of the total enrollment of 82,000 students, 55,000 were men and 27,000 were women.

In addition to the normal school students, 1300 students were preparing for teaching careers in the two Bunrika universities, and there were a considerable number of prospective teachers, particularly for the secondary schools, who were receiving their preparation in universities and colleges not designed pri-

marily for teacher education. These institutions have been the chief source of secondary school teachers, though no more than two units of a course in history and philosophy of education has usually been given by way of professional preparation, and most prospective teachers were not required to take even that minimum. The tradition is very strong that no preparation other than knowledge of subject matter is needed by secondary school teachers and that a university graduate should be able to teach any age group or subject without special or professional preparation.

But Teacher Preparation Improves

Efforts to improve teacher preparation have been directed toward the ultimate goal of a four-year college course from which temporary variations could be made during emergency and transitional periods. National, regional, and local workshops, conferences, and study groups have concentrated especially on: (a) more adequate foundation of general or liberal education; (b) improved specialized subject-matter courses preparatory to teaching the new courses of study in the reorganized elementary and secondary curricula; and (c) greatly strengthened professional courses emphasizing study of child growth and development, social understanding, curriculum development, and democratic organization and methods.

It has been a constant aim to develop these changes not by external directive or compulsion but internally through exercise of the democratic process insofar as possible. This has been accomplished in part by the encouragement of wide participation so that groups have had the experience of planning together

and operating under self-directed group control.

University Reorganization—The reorganization and accreditation of teacher educating institutions on a four-year basis is an integral part of the total higher education reorganization problem. According to present Ministry of Education plans, there will be at least one nationally supported four-year university for men and women in each prefecture which will provide at least general education and teacher preparation and in most cases may have additional facilities such as in agriculture and medicine, wherever such units are in existence in the prefecture and can be amalgamated. At present most of the normal schools are planning to join with other higher education units to become education faculties or departments of consolidated universities. Others are hoping to add the necessary staff and facilities to become accredited as separate four-year colleges. Existing universities are adding faculties or departments of education or are expanding the departments formerly in literature faculty into an independent Faculty of Education. It is expected that with the reorganization each prefecture will provide four-year university preparation for teachers. Though for several years to come it will be necessary to provide shorter courses for elementary teachers, these are being planned in harmony with the four-year programs so that these teachers may continue their education.

University Programs—Universities have made distinct progress in recognizing their responsibility in educational leadership. Pre-service programs are being planned not only for students majoring in education but also for those

of other departments who expect to teach. For example, Tokyo University has added an attached school for experimentation, demonstration, and practice teaching; and Kyoto and Kyushu Universities have made cooperative arrangements with local schools. This is providing, for the first time, direct experience for university students planning to teach. To the regular graduate work offered in the past, a new type of part-time service has been added to meet the needs of school administrators, supervisors, and professors of education and psychology. For example, Tokyo Bunrika University in 1947 started a series of post graduate seminars for educators in the Tokyo area. The first one was on curriculum; others in the series are on child growth and development, adolescent psychology, guidance, supervision, administration, and research. University staffs have also played a leading role in workshops.

Workshops for Teachers—In order to develop leadership for the general reorganization of teacher education, a workshop was held from July 21 to August 16, 1947. It was under the auspices of Tokyo University, financed by the Ministry of Education and assisted by officers of SCAP. There were over one hundred participants who represented all of the normal schools, the higher normal schools, the two Bunrika Universities, and the former imperial, public, and private universities which had large numbers of graduates entering the teaching profession.

The program consisted of (1) general meetings on the major problems of teacher education and the reorganization of the curriculum to include general education, specialization, and pro-

fessional preparation, and the transition of normal schools to four-year colleges; (2) study and discussion groups for such fields as psychological foundations of education, sociological foundations of education, educational administration, curriculum, guidance, and methods; and (3) individual study and consultation on special problems with which an individual was concerned.

Chief values of the workshop according to participants were (1) that a new type of democratic, functional, educational activity had been experienced which would be the pioneer for many similar ones in the future; (2) that groups which had no previous working relationships with each other had an opportunity to work together, to discover common interests, and to develop mutual confidence and respect—for example, between universities and normal school staffs, public and private school groups, Ministry of Education officials and university professors, and between young and old; (3) that “school clan” or “old school ties” gradually gave way to general cooperation among participants in the interest of teacher education and alma mater groupings were supplanted by interest groups; (4) that according to one dean “an affinity was established between psychology and pedagogy, two faculties which should advance abreast, but unfortunately were not speaking acquaintances previously”; (5) that universities showed an interest in and assumed responsibility for teacher education which in the past had been ignored; and (6) that Ministry officials had an opportunity to learn newer trends, democratic group organization, and cooperation with interested groups.

Regional Workshops—Following the summer workshop, requests came from many parts of Japan for local one-week workshops which would continue the work started in Tokyo and extend that type of experience to many professors in local regions. As local workshops had not been contemplated, no funds had been provided for them. Despite the fact the local groups had to defray their own expenses and could be relieved of their teaching duties for so short a time, between September, 1947 and the close of the year, six regional workshops were held throughout Japan which were locally initiated and financed and cooperatively planned by representatives of the various teacher education institutions of the area. Before the close of the workshop each group had definite plans for continuing their cooperative studies. Ministry of Education officials and SCAP representatives look upon the development and success of these self-initiated and self-propelled local workshops as one of the most encouraging manifestations of democratization of the educational system.

National Conferences—At the request of the Japan Association of Directors of Normal Schools and the League of Normal School Professors a national conference on "General Education in Teacher Preparation" was held. It was held in two sections, one in eastern and one in western Japan, with professors of the humanities, social sciences, natural sciences, and mathematics in attendance from all teacher educating institutions in Japan. The meetings were organized, all discussions were led, and study guides prepared by the professors themselves under the leadership of a planning committee appointed by the

associations. This committee worked for several weeks in preparation for this responsibility. Ministry of Education and SCAP personnel acted as consultants, but the excellent programs and the keen and incisive discussions were the results of the efforts of the professors themselves in trying to arrive at answers to their problems in providing general education.

Coeducation Is Being Accepted

Progress has been made in organizing teacher education on a coeducational basis. Normal schools were organized with two separate departments for men and women which were like two separate institutions. Some were separated as far as seventy-two miles, and in about half the cases were located in different cities. Men and women were not associated in any activities even in the few cases in which the campuses were joined. Two normal schools which had one department completely destroyed during the war were forced to open the remaining department to both men and women. Speaking at the National Conference of Directors of Normal Schools, the directors of these two schools gave very favorable reports of the experiment stressing the improved attitude and study habits and that none of the terrible things that were predicted had happened as yet.

Though coeducation was advocated for teacher preparing institutions, no pressure was exerted by SCAP, because of the deep prejudice on the part of some Japanese against young men and women of this age being associated. It is significant to note, therefore, that the demand for coeducation in normal schools started with the students them-

selves supported by their parents. Women students in the city of Fukuoka requested to be allowed to attend the men's department in the city instead of commuting to Kurume forty miles away; men students from Kurume made a similar request, and both departments became coeducational. This practice has the approval of the Ministry of Education and has spread throughout the normal schools. Even when the two departments are in the same city, as in Kyoto, the men and women have exercised this privilege and have not only eliminated needless transportation problems but have paved the way for further

consolidation of these institutions among themselves and among other higher institutions into consolidated universities.

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The above summary outlines some of the problems and some of the programs underway in the preparation of teachers. A more complete account of the total teacher education program can be found in Volume I, *Education in the New Japan*, published by General Headquarters, Supreme Commander for the Allied Powers, Civil Information & Education Section, Education Division, Tokyo, May, 1948.

*The Structure and Aims of WOTP*_____

A. MAX CARMICHAEL

This outline of the purposes, make-up, and action to date of the World Organization of the Teaching Profession comes from A. Max Carmichael, an associate professor of education at Ball State Teachers College, Muncie, Indiana. Mr. Carmichael attended the second Delegate Assembly of WOTP in London in July. We regret that space does not allow a greater enlargement here of the history and the promising future of this active, international organization.

WHAT CAN A VOLUNTARY international organization of teachers do to give us a greater assurance of world peace, or to lift the educational level of mankind throughout the world?

Goals—and Attaining Them

These were the questions most frequently asked at the second Delegate Assembly of the World Organization of the Teaching Profession (WOTP) held in London last July. Every reader will instantly see the need for such an

organization. Every person attending the Assembly was certain of the need. Nevertheless, all during the conference one could see that the organization was struggling to find its purpose. Continually the question, "For what purpose is our organization uniquely suited?" was brought to the attention of the delegates.

But it was difficult not only to enumerate purposes, but also to choose methods for attaining them. Surely there is no need to duplicate the United Nations Educational, Scientific, and Cul-

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