A Study of Yoshio Hashimoto’s Learning Theory:  
Focusing on “Fudangi”

Kentaro KAWAHARA

This paper examines Yoshio Hashimoto (1902–1985), known as the founder of Fudangi (‘Free Writing’), an activity through which people freely write and publish to express themselves. Hashimoto was born in Kawaguchi Village (currently Hachioji City) in the Hachioji area of Tokyo. Fudangi developed from Hashimoto’s own experiences and later spread throughout Japan, and the activity continues in various areas of Japan today. This study aims to shed light on Hashimoto’s ideas and their development into Fudangi, and attempts to find in Fudangi a learning theory to help learners study in a more relaxed way.

Fudangi opposes the preconception that writing is difficult, and in contrast encourages all people to simply write and publish as they will. Hashimoto’s learning theory maintains that everyone can learn, and links this idea to the principle of lifelong learning; the significance of this study, therefore, is in learning support. Unfortunately, however, his work has not been reflected in mainstream social and lifelong education theory, and is at risk of being forgotten.

In this study, analyses are made of various statements in Yoshio Hashimoto’s work, including the guidebook of “Fudangi”, about approaches to writing and methods of forming writing groups. Throughout the study, some key concepts are identified, including: “I can write and there is no one who cannot write,” “Write poorly,” “Priority to rookies,” and “If the place is good, the people are good.” Based on these key concepts, specific aspects of Hashimoto’s learning theory, “The principle of education for all,” “The principle of the easy way,” “Egalitarianism” and “Localism,” are identified.

Hashimoto’s learning theory asserts that everyone can write by arousing the “hidden subconscious” and writing about oneself, and that this process has the potential to empower learners’ self-education.
The Formation of Vocational Ability among Female Teachers
Graduating from Waseda University:
Analysis of the Life Stories of Female Teachers in Japan and China

Atsuko KOBAYASHI (SHIMBO), Kentaro KAWAHARA, Ayuko MATSUYAMA
Momoko YAMAMOTO, Wei JIANG, Xue LI, Jiaru SUN

This paper focuses on the life stories of female teachers (born from the 1940s to the 1980s) graduating from Waseda University, and identifies the role of Waseda University in the formation of these women’s vocational abilities during the half century from 1960. Waseda University adopts an open system for teaching license certification, and this report examines how Waseda University contributed to the formation of vocational abilities in female teachers under the open teaching license certification system in Japan after WWⅡ.

The study found that female teachers praised Waseda University for its free atmosphere, but there were also a number of comments pointing out the inadequacy of its teaching techniques. Nevertheless, these individuals developed a high ability to take autonomous action and realize self-growth by taking advantage of the opportunities given to them. The female teachers from Waseda University all gained empirical and humanitarian values, a broad base of knowledge, and the potential to develop as teachers.

The experience gained from a wide range of human relationships developed through learning and extracurricular activities at the University also had considerable weight. This network of fellow students continued after graduation and enriched the teachers’ general lifestyles, which was linked to positive thinking about their life including work. Passion for their students, coming from this positive attitude, could well describe the ethos of these teachers.

The study expands into a follow-up survey of female students from China who studied at Waseda, after their return home. The study verifies how the experience of studying at Waseda University affected their career formation in their home country.

Although the advanced ideas learned at the University could not, at times, be adapted as they are for education in China, they could nevertheless be adapted to local teaching practices and situations. The survey also revealed that having obtained an academic degree from Waseda University affected the Chinese students’ career formation and that they felt pride in having studied at Waseda University.
The Production Purpose and Use of the Sho-en-ezu (Pictorial Map):  
Kii-no-kuni Kaseda-no-sho as a Teaching Tool

Tokuro TAKAGI

The pictorial map of Kaseda-no-sho in Kii Province has been published in most of the social studies or Japanese history textbooks in junior and high schools in Japan. It has been considered by the teachers as hard to teach. Therefore, it has been arranged and utilized in various forms as teaching materials to help understand the Sho-en manor.

In this paper, I have reviewed previous studies on this map and raised new questions about its nature, and why it was produced.

Up to now, because this pictorial map has been passed down in Jingoji temple, the lord of the manor, and also because of the existence of a border marker in this map, it has been believed that it was drawn up to define the area of the manor during the process of being approved as a new manor. This kind of map is called *Rikken Ezu* 立証絵図. The discussion in textbooks is also based on this theory.

However, there are several points in this map I believe are lacking for it to be considered a *Rikken Ezu*.

Actually, in recent years, there has been a movement to categorize this picture map as a *Soron Ezu* (相論絵図) – a map written during a border dispute.

In response to the current research, in this paper I have analyzed the composition of the map and compared the records (chobo 帳簿) of lands, which record the result of land evaluations (kenchu 検注) in the same period as the map’s creation.

In conclusion, I have found out that this map was drawn immediately after the disaster prior to the reconstruction. Therefore it has characteristics of a development pictorial map (*Kaihatsu Ezu* 開発絵図). So I suggest revising the explanation of the map in educational materials.
Consideration of ‘Dotoku’ (Morality) since the World of Chinese Classics

Kyoko HAYASHI

The purpose of this paper is to consider “Dotoku” in terms of etymology [history of words], analyzing historical changes in meaning and usages of this word.

The Ministry of Education, Culture, Sports, Science and Technology [MEXT] partially revised a curriculum guideline [Course of Study] in 2015, placing Education of Dotoku in a “Special Subject” in order to further enhance both quality and actual. The New Course of Study is fully implemented at elementary schools from 2018, and at junior high schools from 2019. Thus, this paper attempts to clarify what the “Dotoku” of the “Education of Dotoku” means, moreover to explore what is necessary for Education of Dotoku in contemporary Japanese society.

An examination of Chinese Classic with a point of view of the Dotoku’s word-history, reveals two major ideologies called Confucianism and Taoism. Therefore, I analyze the most well-known Works in each ideologies; “Rongo” [論語] and “Roshi (dotokukyo)” [老子 (道徳経)]. In the result, it became clear that Dotoku includes the following two concepts. One is ethical school of thought [Jin-Gi-Rei-Chi (仁義礼智)], while another is critical thought against ethics [Muishizen (無為自然)].

In addition, this paper seeks to explain how the Chinese Classical concepts have been influenced Dotoku’s historical changes in Japan. Notably in the Edo period, ethical theory was discussed by Confucians in publications, like a “Ronmoujigi” [論孟字義] written by Jinsai ITO [伊藤仁斎].

After that, Dotoku was used as a translated word of Moral in the Meiji Period. In consequence, Dotoku also includes the concept of western thought.

As described above, background of Dotoku is rich diversity, therefore, it is important to have every respect for diversity when we engage in Education of Dotoku.
In 2005, the National Institute for Educational Policy Research conducted a survey of college students and the results showed that many of them disliked Chinese classic literature. Based on this result, I tried to determine why that attitude existed. I chose a target group of college students who had studied under the curriculum guidelines, which were used when the National Institute for Policy Research did their study. I found that a few of the students had changed their mind in a positive way when they learned to read difficult Chinese characters or when they had a teacher whose teaching ability was good. Some still hated these classics because they had difficulty with the Japanese way of reading Chinese classic literature and negative feelings toward Chinese characters in Chinese classic literature. Although many of the students thought that they were good at Chinese characters in general, writing was harder than reading. The strategy for students who had difficulty writing Chinese characters was writing them repeatedly or memorizing them by looking at them. On the other hand, people who liked Chinese characters memorized them by separating their parts. As for reading the characters, most students did not realize that they had difficulty understanding them. When I examined whether the students could read an unfamiliar character, I found about half of them could guess its sound from a part of the character that shows the sound. Others were confused with similar yet different characters. Separating the parts of a character makes it easier to memorize it thus providing a clue to its sound and meaning. When encountering new characters, most students have a tendency to use electrical dictionaries, the Internet, or smartphone applications. Few use printed material like traditional dictionaries.
Evaluating the Importance of Pastoral Care in English Boarding Schools

Hajime FURUSAKA

The aim of this paper is to evaluate the importance of the roles of pastoral care in the contemporary academic context where academic skills are of more significance from the perspective of private schools especially with the relationships between pupils, the House system and pastoral care.

This paper discusses ‘pastoral care’ in private boarding schools in England. Pastoral care is, simply stated that, to care and support adolescents to prevent digressions in their growth phase, as pastors do for sheep.

Although a large number of studies have been made of pastoral care in state schools in England, little is known about the state of pastoral care in private schools (independent schools) as compared to state schools (comprehensive schools). For instance, after comprehensive schools began to be established in the 1970s in England, the explanation of pastoral care was reported by HMI: Her Majesty’s Inspectors in Department of Education and Science in 1989. This is an important governmental report on pastoral care.

However, the context of pastoral care in this case was primarily comprehensive schools.

By contrast, this paper shows that the boarding system is an important aspect of a pupil’s life with reference to a previous study based on the experience in a boarding school. Secondly, this paper demonstrates that the boarding system is an important element for pastoral care, as pastoral care is important for pupils’ growth and development.

Additionally, this paper discusses how the system of boarding schools has a profound significance in the contemporary academic context, as English private schools are more popular than state schools because they are advantageous for academic development and success in college entrance examinations.

In conclusion, this paper demonstrates that pastoral care is an essential part of life in boarding schools. It can be stated that pastoral care plays a significant and important role in the relationship between the House system and boarders at independent schools.
Change in Teacher’s Look to a Child during the Prewar Period:  
A Case Study of Educational Practice about “telling a story” by Katsuzo Sudo

Ayuko MATSUYAMA

This study focused on Katsuzo Sudo’s educational activities in the prewar that have not been highlighted until now. He played the central role of educational and cultural movement in postwar Yamagata Prefecture. Specifically, the study focuses on how this one teacher changed the way he saw children by trying the educational practice of “telling a story”.

The analysis reveals the following points. The 1920s, when Sudo was teaching, was a period during which a new social class called “the new middle class” formed in metropolitan areas with the development of industrial capitalism after the end of WWI. In Japan, this formation of a new middle class triggered the coming of modern children as described by P. Aries. The discovery of the value of the child’s mind led to the development of child culture activities and the principle of child priority in education after the Taisho Era (1912–1926).

The process of Sudo to grow as a teacher is consistent with deepening of the direction of liberal education, from the breadth and stalemate of Romanticism children view to the discovery of child’s life. Therefore, there is a teacher at that time had what concerns the relationship between the child, or had been subjected, it has been shown to the actual figure. To Sudo, writing fairy tales became a method of empathizing with the children. In other words, he was aiming, it is that the child is growth and development by a trusted relationship with the teacher. The educational practice of telling a story established during this period played a role in reorganizing Japanese society based on principles of freedom and equality.
A Study of Policy-Making Process on School Consolidation Plans: A Case of Kobe City

Satoshi UEDA, Yasuhiko KIMURA, Madoka ONO

This article aims to examine the involvement of each relevant actor in the policy-making process of school consolidation and clarify ideal education governance (who the relevant actors are and when and how each actor gets involved). For this purpose, this article focuses on the school consolidation plan of Kobe, a government-designated city.

For the study of this article, the authors interviewed the chairperson of the Forum on Kobe Public Schools (an actor with relevant knowledge and experience), the secretariat of the Kobe Board of Education (an actor of educational administration), the member of the Kobe City Assembly (political actors), and the principal of Kobe Gion Elementary School (a school actor) to analyze the roles of each actor in the school consolidation plan.

This article examines discussions at the Study Panel on Schools in the Era of Decreasing Students (FY2002) and the Forum on Kobe Public Schools (FY2009), organs for discussing adjusting the number of schools in Kobe, and integrating elementary schools into Kobe Gion Elementary School as a case study on consolidation.

It is apparent that people with relevant knowledge and experience, the mayor, assembly members, principals, teachers, parents of students, and local residents in Kobe are all playing a role and cooperating with each other to advance the school consolidation plan formulated by the secretariat of the board of education so that local children, residents, and communities can enjoy maximum educational benefits.

Adjusting the number of schools in Kobe, including school consolidation, has gained broad support and has not led to any disputes. This proves that all the relevant actors shared the negative effects of smaller schools caused by decreasing students as policy issues.

The management functions the secretariat of the board of education has are important to advancing school consolidation. In larger cities like government-designated cities, the secretariat of the board of education is more independent of the head of the local government. For this reason, the secretariat of the board of education needs to collect opinions of various actors and necessary information and allocate tasks for consolidating schools (such as preparing for school openings) with approval. The larger the city is, the more necessary the management functions of the board of education are for education governance.
Study on Social Education Conducted by Japanese in Tianjin from Pre-war to Sino-Japanese War
Focusing on the Education Activity of Tianjin Japanese Library

Xue LI

By studying Tianjin Japanese Library, this paper aims to investigate methodology and effect of social education which Japanese conducted oversea from Pre-war to Sino-Japanese War.

Main primary historical records in this paper are as follows:
(1) Tianjin Japanese Residents Annual Report
(2) Waseda University academic bulletin
(3) Data of Japan Center for Asian Historical Record
(4) Series of “Tianjin Japanese Library’s Historical Records Collection”

Tianjin Japanese Library was established in 1905, which was welcomed and visited frequently by Japanese residents in Tianjin. It operated for 40 years, and closed in 1945.

Tianjin Japanese Library received book donation from Waseda University in the beginning of establishment. Some library committee members were working in Japanese school at the meantime. Therefore, Tianjin Japanese Library had a close relationship with Japanese school and was an important supplementary for school education.

From social education perspective, Tianjin Japanese Library played following roles:
(1) A place to get Japanese information.
It was difficult for Japanese residents in Tianjin to get Japanese publications. Tianjin Japanese Library offered a great variety of magazines and newspapers for Japanese residents to get news from homeland.
(2) A place for lifetime education.
Tianjin Japanese Library set up mobile library, offered continuous learning opportunity for Japanese youth.
(3) A place to facilitate Japanese residents communication.
Tianjin Japanese Library held lectures and exhibitions, which promoted communication among Japanese residents.
(4) A place for school education supplementary.
Tianjin Japanese Library played supplementary role for school-education by setting up Children Library.

Comparative study between Tianjin Japanese Library and other Japanese resident’s oversea library will be conducted as following up research.
This study focuses on the period of education and study abroad from the 1910s to the 1940s, the period considered the dawn of modern education in Bhutan. Information was extracted from the Bhutan visitation and annual reports written by British political officers who were stationed in Bhutan’s neighboring country Sikkim. These reports describe a School in Haa and a School in Bumthang that existed in Bhutan at the time and the status of study abroad programs to investigate how and where individuals involved in the modernization of Bhutan were educated.

The first half of each report contains various aspects of the initial stage of modern school education. This study reveals that the boys studying abroad in Kalimpong, India and the first group of students at the School in Haa were the same people. At least during the initial stage, the School in Haa was not open all year round but functioned as a school for boys studying at Kalimpong during their summer break. The School in Bumthang was one that traveled along with the royal family, moving from one location to another with the changing of the seasons.

The latter half of each report provides the status of both schools and the transition in the number of school attendees. This study also investigates the first graduates of the School of Haa on their moving up to higher education and various training programs. The investigation finds that both schools closed temporarily in the 1920s, and resumed with acceptance of a second group of students. There remain many unclear points about these schools during the 1930s and 1940s. Further investigation is necessary to clarify the schools’ status during the above period. This report also finds that individuals passing tests for qualification for admission to university continued their education at various higher education facilities in India to become forest conservation specialists, assistant surgeons, teachers, etc. Some received military training and others were dispatched to various areas to acquire surveying technology. For these, too, there is a lack of information from the late 1930s to 1940s, and further study is required.
A survey was conducted on teachers who graduated from Waseda University in order to consider the teacher training offered by Waseda University. The following was revealed.

1. The most important opportunity for skill development was independent learning, and the ranking of how the various opportunities affected the students differed depending on the capability items. Careful analysis of learning opportunities and autonomous selection are required.

2. For the formation of capability, autonomous involvement by teachers was found to be important. "An attitude that promotes the establishment of relationships," "critical thinking," and "communication of different opinions" indicated potential for providing an established effect.

3. Many teachers graduating from Waseda University showed the characteristics noted in (2), and the analysis of written comments about the "Characteristics of Waseda" revealed this unique feature. However, there was one other issue: transition of the "critical attitude or anti-establishment mindset" to "respect for diversity and benevolence".

4. In view of the above points, when positioning teacher training in the life course of teachers, the following issues surfaced:
(a) teacher training courses do not complete all learning,
(b) importance must be placed on the recovery of a margin that stimulates the meaningful learning features of Waseda University, and
(c) opportunities must be offered to autonomously build relationships with others and address compelling social issues. Hereafter, analysis should be made on the content of comments on the "Waseda University Teacher Education Program," and the results should be shared along with the value process to create a place of learning. A vision of future development shall be considered thereafter.
Developing the New Educational Tools in the Course of
the Science Education in Waseda University

Atsushi MIYASHITA

In the course of initial science teacher education, new educational tools for various fields of science education were developed by students attending the lecture. Unbiased ideas of students are suitable to create new aspects of the science education tools. And this method is also effective to cultivate human resources of science education.
Perspectives on the Seven Warring States in Chinese Writing Teaching Materials:  
A Case Study of Zhao

Atsushi HIGUCHI

More often than not, the Warring States period of China is studied not so much through historical materials, but rather through collections of Chinese proverbs. Nevertheless, there are various commentaries and biographies that vividly reveal elements of this period. During the battle for supremacy, for example, each of the seven kingdoms must have had outstanding warriors, yet the image of the Qin as the most powerful kingdom remains strong. While we generally use the term “Seven Warring States”, it is the Qin that always stand out as the most powerful kingdom, with the other six kingdoms being mere side players. Textbooks policymakers should bring out such issues and review teaching materials in light of them. There are many points that require careful consideration, particularly in regards to the achievements of the Zhao rulers.

The Zhao clan had many great achievements that should be recognized. Zhao Cui wandered around different kingdoms with his lord, Duke Wen of Jin; Zhao Dun accepted his role as the betrayer of his lord; Zhao Wu maintained the Zhao bloodlines when facing the fall of his clan; Zhao Jianzi and Zhao Xiangzi are known to be outstanding monarchs; King Wuling achieved military power by introducing the strategy of “Barbarian Uniforms and the Use of Cavalry in Battle”; King Huiwen’s rule led to the great works of Lian Po and Lin Xiangru; and Lord Pingyuan brought in many house guests as one of the Four Lords of the Warring States.

The golden age of the Zhao was tossed aside by the coming of the Qin, and the Zhao’s resistance could not save them. The Zhao were repressed by the Qin and came to ruin. In the Zhao’s land, however, young aristocrat of the Qin, Zichu was taken as hostage, and it was here that Qin Shi Huang, the first emperor of a unified China was born. Xunzi, who advocated the ethical doctrine that human nature is fundamentally evil, was also born in Zhao province, and Xunzi’s followers Han Fei and Li Si deeply affected the Qin’s political ideas. It was found that the Zhao were noteworthy and they attracted attention nationwide. Because of their historical value, the allegory Walk to Handan, written in Zhuangzi, and The World Inside a Pillow, a romantic novel from the Tang Dynasty, were often performed on stage, and the city of Handan was remembered as a place of dreams and longing for ages passed. This paper focuses on the Warring States taught fragmentally from Chinese proverbs, highlighting the history of the Zhao clan, and proposing a systematic review of the literature from the perspective of historical materials.