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近代日本におけるゲマインシャフトシュール情報の
普及：教育雑誌記事の分析を中心として

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The Circulation of Information concerning Gemeinschaftsschule in Modern Japanese Education:

An Analysis Through Educational Journal Articles

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The purpose of this study was to examine how information on Gemeinschaftsschule had been introduced and circulated in modern Japan to clarify how the information was accepted in Japan.

Gemeinschaftsschule is known as a major example of the school reform of the German new education movement. Previous studies claim that the information was introduced to Japan in the prewar period, and the information influenced the formation of new views about classrooms and schools. However, they do not investigate what kind of information Japanese educators obtained and researched about Gemeinschaftsschule, how they applied it to their own efforts, and under what kind of circumstances the information was accepted. It is because these studies refer to some books on school management theory or classroom management theory, but they do not analyze when the information on Gemeinschaftsschule first entered Japan, how widespread it was, and what the content of the information was.

In this study, I first confirmed the outline of Gemeinschaftsschule in Germany and the type of medium through which the information was transmitted to the rest of the world. Second, I examined how the information was introduced and spread in Japan based on a survey of the number of related articles in educational journals. Finally, by analyzing the contents of journal articles and related books that presented Gemeinschaftsschule, I considered the trends of the focus of the Japanese educational world.

As a result, the following became clear. The introduction of

information on Gemeinschaftsschule in Japan began in 1921. In the early 1920s, there were articles outlining the philosophy of educational reform at Gemeinschaftsschule and the background to its establishment. These articles were based on information published in the journals of the German Teachers' Union and New Education Fellowship. The number of published articles peaked in 1925 before the Jena-plan was introduced in 1928. In the latter half of the 1920s, people who returned to Japan after visiting Europe began to contribute articles and introduce various books and studies that the authors had collected during their stay in Germany. They presented information obtained directly heard from the principals and teachers who carried out the reformation of educational practice in Gemeinschaftsschule. During this period, information on more specific practices was also provided. Besides, from the content analysis of articles and writings, it became clear that the introducers of Gemeinschaftsschule in Japan not only paid attention to the form of educational reforms but also the characteristics of an experiment and the attitude of teachers that enabled the reforms.

Key words

Gemeinschaftsschule, Taisho new education, school as community, experimental school, educational journal

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