

A Prosopographical Analysis of the History of Academic Staff Members of Educational Studies in Japanese Research Universities and Their Forerunner Institutions (1)

—Method and Process of This Study and Limits of Previous Related Studies—

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Abstract

Japanese educational studies have focused mainly on the ‘Heroes’ who have played an important role in the process of developing Japanese education and educational research, particularly before 1945. In recent years, interest in some famous Japanese post-war scholars in the field of educational research has been growing; however, the process of the historical development of Japanese educational studies has not been examined fully. In this paper, I explain the method and process of one series of my analyses and the limits of previous related studies.

【Key words】 Prosopography, History, Educational Studies, Japanese Research University

I Background of this research

German historian K.-P. Horn described the situation of German educational studies as follows. ‘If you want to know the actual institutional and personnel situation of educational studies in Germany, you can overlook it quite easily. (...) However, if you want to have more detailed information on the institutional and personnel development of the educational sciences in the 20th Century in each university or as a whole in Germany, you will face considerable difficulties. Though there are more or less official lists of professorship and professors in research universities and case studies on each universities or person that are mostly bound tightly each other, the history of the discipline as a whole remains in the darkness, or only the misleading description on the institutional and personnel history of the educational sciences is available’¹⁾.

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He added, 'We are lacking in entire description of the educational sciences as a discipline that enable us to describe and analyze the institutional and personnel development unlimited to the "Heroes" of the field'²⁾.

His assertion was certainly made in the context of German institutions. However, it corresponds also in many ways to the situation regarding educational studies in Japan. Japanese educational studies have focused mainly, to borrow Horn's phrase, on the 'Heroes' who have played an important role in the process of developing Japanese education and educational research, particularly before 1945. In recent years, interest in some famous Japanese post-war scholars in the field of educational research has been growing; however, the process of the historical development of Japanese educational studies has not been examined fully.

On the contrary, it would be impossible to describe the whole process of development of over 100 years of Japanese educational studies in the limited space of one series of analyses. Moreover, it is very difficult to gather all the relevant historical information that often remains unpublished. Furthermore, the academic staff members of Japanese educational studies belonged to many diverse institutions, especially after World War II; hence, we are unable to deal with all of them at once. For these reasons, we limit the discussion to the staff members who belonged to a number of Japanese research universities and their former institutions. We concentrate on the course of their academic life and base our analysis on published materials in order to fully represent the process of institutional and personnel development of Japanese educational studies in each university and its former institution. Consequently, this will form the basis for further detailed studies on the historical development process of Japanese educational studies.

II Process of this research

1. Method of the analysis

K.-P. Horn described his method of analysis as follows.

'The basis of the materials for description consists of a complete survey of the staffs of educational sciences at the research universities, with the help of published source. The collected biographical data will be complemented, revised and generalized with the help of institutional data. In this way, the collective biographical (*kollektivbiographisch*) analysis of the development of educational sciences in the 20th Century can be carried out. Such collective biographical analysis has become popular more and more in last two decades in the field of university history or science history. Normally in this type of research, we pay attention to the social and religious origin of professors, so that we differentiate the groups of professors. In this study, however, we aim the development process of the discipline. Therefore, we put questions on the disciplinary origin and the way of qualification onto the center of interest. (...) The institutional, social and personnel structure of the educational sciences will be lighted up by this method of complete survey, and the overview of

development of the field in German research universities (...) will be available for the first time'³⁾.

The 'collective biographical analysis' in the quotation, is identical to the method called 'Prosopography' in Anglo-American historical educational research. 'Prosopography is a form of historical inquiry (...). Its object is the identification and study of the influence of power in their society. More specifically, it seeks biographical data about their place and family of origin, their social status, their friends, acquaintances, and other personal contacts, and about their careers. It then attempts to assess the importance of family and personal relationships in their achievement of rank and office or function, and in influencing the courses of action they followed in their adult careers'⁴⁾. The form of prosopographical study depends on the purpose and object of the study. However, prosopographical studies have a common ground in that they provide a 'compilation of data for the biographies of the individuals of the group; (...) their comparison for the purpose of noting what qualities or characteristics they shared and in what respects they differed'⁵⁾. Using this method, we can collect the biographical data of certain groups of people and compare them to each other in order to find the common characteristics and differences between the groups.

2. Object and period of the analysis

The historical process of the institutional and personnel development of staff members in educational studies in Japanese research universities and their former institutions can be classified into at the least six periods: (1) 1886-1901, the foundation of the first chair (*Kouza*) of educational studies in the Imperial Universities (*Teikoku-Daigaku*), the first Higher Normal School (*Koutou Shihan Gakkou*) and the first Higher Normal School for Female Teachers (*Jyoshi Koutou Shihan Gakkou*). (2) 1902-1918, the foundation of the second chair of educational studies in the Imperial Universities, the second Higher Normal School and the second Higher Normal School for Female Teachers. (3) 1919-1943, the expansion of the staff members for educational studies as the result of the foundation of additional chairs in the Imperial Universities and two Universities of Literature and Science (*Bunrika Daigaku*). (4) 1944-1948, the foundation of the third and fourth Higher Normal Schools and third Higher Normal School for Female Teachers and the disorder resulting from the end of the war. (5) 1949-1965, the foundation of new universities and the establishment of the higher education system after World War II. (6) 1966-1980, the reform of the higher education system after World War II and the foundation of the 'universities based on new concepts' (*Shin-Kousou Daigaku*). In the 1970s, Tsukuba University as the most influential example of these new universities was founded (1973) and Tokyo University of Education (*Tokyo Kyouiku Daigaku*) which was one of the forerunner institutions of Tsukuba University and the successor institution of Tokyo University of Literature and Science (*Tokyo Bunrika Daigaku*) was closed (1978). Due to the significance of the 1970s, this analysis includes all the staff members who have

taken up positions in research universities in the field of educational studies in or before 1980.

In this series of studies, the range of prosopography we will use is limited to the academic staff members for the educational studies in following Japanese research universities and their forerunner institutions: Hokkaido University (*Hokkaidou Daigaku*), Tohoku University (*Touhoku Daigaku*), Tsukuba University (the University of Tsukuba: *Tsukuba Daigaku*), Tokyo University (the University of Tokyo: *Toukyou Daigaku*), Ochanomizu Women's University (Ochanomizu University: *Ochanomizu Jyoshi Daigaku*), Nagoya University (*Nagoya Daigaku*), Kyoto University (*Kyouto Daigaku*), Osaka University (*Oosaka Daigaku*), Nara Women's University (*Nara Jyoshi Daigaku*), Hiroshima University (*Hiroshima Daigaku*) and Kyushu University (*Kyuushuu Daigaku*) (The official English names of the University of Tsukuba, the University of Tokyo and Ochanomizu University on their official websites are simplified and given in this series of studies as Tsukuba University, Tokyo University and Ochanomizu Women's University in the same style as the other universities). Some of their forerunner institutions that existed for a short time are excluded from our analysis. The staff members included in my studies are only those scholars who have achieved their tenure (as lecturers, associate professors or professors) in each university from the foundation of its forerunner institution to 1980.

The first essential step in our analysis is to identify staff members who participated in educational studies research at the universities and their forerunner institutions. Although we already have several publications concerning famous academic staff members⁶⁾, there are also members who are not famous, even some who have remained unknown until today. Therefore, first of all, we have to find out the names of the staff members with the help of the pre-World War II 'University Calendar' (*Daigaku Ichiran*) that most institutions for higher education published yearly, the 'Yearbook of Imperial University' (*Teikoku-Daigaku Nenkan*) that the Teikoku-Daigaku Newspaper Company (*Teikoku-Daigaku Shinbunsha*) published⁷⁾, and the post-war 'List of Personnel of the Universities' (*Daigaku-Shokuin-Roku*) of the *Koujyunsha* Company⁸⁾, all of which show the names of the staff members for each chair in each year. Although it does not show the research field or the name of the chair of professors, the 'List of Personnel of Ministries and Government Offices' (*Monbushou Shokuin-Roku*)⁹⁾ provides us with comprehensive information. These lists of personnel do not show the exact dates of the beginning and end of their service; however, they tell us whether the identified professors in the educational research stayed in their position each year. (In this series of studies, the identified year with unidentified dates taken from these calendars or lists will be mentioned with an asterisk (*). Therefore, the year with an asterisk corresponds to the Japanese financial year that begins in April and ends in March.)

3. Analyzed sources

After identifying the names of the staff members, we can refer to their (summarised)

curriculum vitae and the list of publications that are published often in university journals before they retire to inform us of their career and academic activities. In addition, their complete collected works sometimes provide a curriculum vitae and a list of publications. Information on their career and the name of their Alma mater can be found also on the website of their institution. We refer also to some documents from the Japanese Ministry of Education (*Monbushou*)¹⁰⁾ and previous related studies in order to reconstruct the biographies of staff members¹¹⁾.

In addition, the ceremonial books of institutions sometimes include the lists of personnel changes that can be quite valuable and informative. In this series of studies, all the ceremonial books of the Japanese research universities and their forerunner institutions¹²⁾ and those of other national and private Japanese universities will be collected and consulted, as they include related information on the staff members.

Furthermore, dictionaries such as the Dictionary of Biography (*Jinbutsu-Jiten*), the Dictionary of Authors (*Shippitsusha-Jiten*), the Dictionary of the Deceased (*Bukkoshu-Jiten*) and lists of alumni of the institutions will inform us of the dates of birth and death, career history, and the name of the Alma mater of the staff members¹³⁾. The dates given in this series of studies are based mainly on published sources, e.g. previous studies, dictionaries and newspapers, whereas I refrain from showing dates, even when other unpublished sources give us possible information which has not been confirmed by published sources.

Moreover, a lot of information regarding scientific publication is available, when we refer to the Dictionaries of the Ph.D. Holders (*Hakase-Roku/Hakase-Meikan*)¹⁴⁾, Journals of scientific societies, university journals and online databases of scientific articles and dissertations such as the CiNii Articles of the National Institute of Informatics, plus information from the Japanese National Diet Library and universities.

To visualise their thematic focus of scientific research of the staff, I look at their publications and dissertations and mention some chosen publications that represent their interests. The choice was made using the following three criteria: (1) only publications written in their name are referred to (except in case where a staff member has had a great influence in writing team), otherwise their responsibility for the publication remains unclear. (2) Only the publications in journals of scientific societies that represent in particular each sub-discipline nationwide are selected. (3) Complete collected works are excluded, even when they are published, because in such case, the editor is at times involved in the publication more than the staff members.

Although prosopographical studies attempt to partially assess the importance of family and personal relationships in the achievement of rank and office or function of a staff member, there were no published documents or studies available for a detailed analysis when I started this series of studies. Therefore, I abandoned the idea of carrying out a detailed analysis of family and personal relationships so as not to overgeneralise and not reach an inadequate conclusion.

III Previous related studies and their limits

Several studies have been conducted already on the staff members of educational studies in Japanese research universities. Some of those studies concern the biographical and theoretical history of famous academic staff members who taught at Japanese research universities and their forerunner institutions, e.g. Ogasawara et.al. (2014). We also have studies on the history and social function of the universities/institutions, especially those of Tohoku University, Tokyo University, Tsukuba University and Hiroshima University and their forerunners, by Hisatsune (2012), Hisatsune (2014), Takeuchi (2011), Suzuki (1978), Miyoshi (1991) and Kataoka/Yamasaki (1990)¹⁵⁾. As studies regarding the Japanese higher education system as a whole, Shinbori (1965), Yamanoi (2007), Iwata (2011), Amano (2013) and Amano (2016) are to be mentioned¹⁶⁾. However, these studies have the following limits.

The biographical and theoretical history of staff members tends to be restricted to looking at the 'Heroes' of the discipline and not to expanding the range of analysis to staff members, who are not famous. In the studies on the history and social function of specific universities/institutions, individuals are not the point of focus; in other words, the biography, characteristics and achievements of the staff members, especially those members, who are not famous, are not studied. In addition, the studies on the higher education system as a whole deal mostly with only the common characteristics and tendencies of the universities/institutions (even in the most detailed studies, only the common characteristics and tendencies of certain faculties are explored). Therefore, they do not focus on educational studies as a comprehensive academic discipline that includes sub-disciplines (such as the Philosophy of Education, the History of Education, the Sociology of Education), and excludes didactics of school subjects.

1. The Alma mater as part of the required career of staff members

As M. Shinbori (1965) pointed out, it is widely known that when new universities/institutions are established, they tend to employ academic staff members who have graduated from other older universities/institutions, and gradually increase the percentage of staff members who have graduated from that particular university/institution (as long as they possess a doctoral degree which qualify their students as candidates for their staff member). Sociological studies call this process 'Inbreeding'. Shinbori pointed out that, in the universities founded before World War II, 15 years after the foundation of each university/institution, approximately 40% of associate professorships tend to be occupied by the graduates of those universities/institutions and, 30 years after its foundation, one third of its professors and a half of its associate professors tend to be graduates of that particular university/institution. Finally, 50 years after the foundation of an institution, approximately 90% of the staff members are usually graduates of that particular university/institution¹⁷⁾. Based on Iwata (2011), six years

after the foundation of the Imperial Universities, they tend to start employing their own graduates the associate professors and gradually accelerating the inbreeding process. Fifteen years after the foundation, they usually start employing new professors from among their graduate and, 25 years after the foundation, half of the new professors have been recruited generally from their graduates¹⁸⁾.

Concerning the Imperial Universities founded before World War II, only one study on staff members who were professors at the Faculty of Literature (FoL) and at the Department of Literature (DoL) in the Faculty of Law and Literature (FoLaL) (based on documents from 1899-1942) classified the Alma mater of their staff as follows:

Table 1 Alma mater of the professors of the faculty of literature and of the department of literature in the faculty of law and literature (1899-1942)

	Number of person	Alma mater							
		Tokyo Imperial University	Kyoto Imperial University	Extra Course of Tokyo IU	Extra Course of Kyoto IU	Waseda University	Secondary Education	Other Traditional Institutions	Foreign University
Department of Literature in the Faculty of Law and Literature of Tohoku Imperial University 1923–	28	53.6%	35.7%	3.6%		3.6%	3.6%		
Faculty of Literature of Tokyo Imperial University 1899–1918	24	75.0%		8.3%				12.5%	4.2%
1919–	51	96.1%		3.9%					
Faculty of Literature of Kyoto Imperial University 1906–1923	36	83.3%		11.1%			5.6%		
1924–1933	13	61.5%	38.5%						
1934–	12	16.7%	66.7%		8.3%		8.3%		
Department of Literature in the Faculty of Law and Literature of Kyushu Imperial University 1926–	26	84.6%	11.5%				3.8%		

Source: Iwata (2011), p.32 (revised by Suzuki).

In Table 1, we can see that the percentages of staff members who were the graduates of their own institutions increased in the faculties of literature in both the Imperial Universities in Tokyo (TIU) and Kyoto (KIU); however, this was not the case at the DoL of the FoLaL in both the Imperial Universities in Tohoku (ThIU) and Kyushu (KsIU) where no former graduate staff members were employed.

With regard to the Hiroshima University of Literature and Science and the Hiroshima Higher Normal School (HHNS) as the forerunner institutions of Hiroshima University, a study by Yamada (2007) in Yamanoi (2007) shows several statistics. First, the percentages of staff members who were graduates of the Imperial Universities in the early period working at Hiroshima Higher Normal School (1902-1908) are shown as follows:

Table 2 Percentages of the staff members as the graduates of the Imperial Universities working at the Hiroshima Higher Normal School (1902-1908)

Department	Number of prof./ ass. prof./lecturer	Percentage of graduates of the Imperial Univ. in the number
Educational Sciences/Ethics	9	66.7%
Literature/the social sciences	28	75.0%
Science	22	95.5%

Source: Yamada in Yamanoi (2007), p.74 (revised by Suzuki).

Table 2 indicates that the number of the staff members who graduated from the Imperial Universities was quite large especially in the natural sciences in the early period, whereas graduates of the Imperial Universities did not dominate the staffing in the educational sciences/ethics and in literature/the social sciences.

Second, the percentages of the Alma mater of the staff members of Hiroshima University of Literature and Science in the early period (1930) are shown as follows:

Table 3 Percentages of the Alma mater of the staff members of Hiroshima University of Literature and Science in the early period (1930)

	Number of person	Alma mater				Percentage of the graduates of Imperial University
		TJU	KIU	ThIU	HHNS	
All prof./ass. prof./lecturer	41	63.4%	26.8%	7.3%	2.4%	97.6%
The graduates of Imperial Univ. who earlier graduated from HHNS	8	12.5%	87.5%			

Source: Yamada in Yamanoi (2007), p.81 (revised by Suzuki).

As Table 3 shows, almost all staff members of the Hiroshima University of Literature and Science graduated from the Imperial Universities; however, approximately 20% of them entered the Imperial University (particularly in Kyoto) after studying and graduating from the Hiroshima Higher Normal School. Yamada (2007) says that ‘these high percentages of the staff members as the graduates of Kyoto should be regarded as the consequence of the preferred employment of their own graduates in the Hiroshima Higher Normal School’¹⁹. Thus, he interpreted these facts as part of the inbreeding process.

The percentages of staff members who graduated from Hiroshima University of Literature and Science and the Hiroshima Higher Normal School and worked at both institutions can be illustrated as follows:

Table 4 Percentages of the staff members graduated from Hiroshima Higher Normal School and working also there

	1926	1921	1926	1931	1936
Number of prof./ ass. prof./lecturer	40	49	50	51	50
Percentage of the graduates of HHNS	2.5%	24.5%	30.0%	60.8%	80.0%

Source: Yamada in Yamanoi (2007), p.78 (revised by Suzuki).

Table 5 Percentages of the staff members graduated from Hiroshima University of Literature and Science and working also there

	1931	1936	1941
Number of prof./ ass. prof./lecturer	40	51	56
Percentage of the graduates of HHNS	30.0%	43.1%	39.3%

Source: Yamada in Yamanoi (2007), p.83 (revised by Suzuki).

On the other hand, focusing on the inbreeding process after World War II, little attention has been given to the Alma mater of the staff members working at the Faculty of Education (or at FoL). However, some studies have revealed the percentages of the staff members as their own graduates in some universities as follows:

Table 6 Percentages of the staff members as own graduates in universities

	1954	1963	1974	1984	2003
Hokkaido University	55.1%	63.7%	64.9%	62.4%	51.0%
Tohoku University	52.4%	56.9%	55.6%	59.0%	55.6%
Tokyo University	98.0%	96.7%	94.3%	89.5%	78.0%
Tokyo University of Education/Tsukuba University	46.6%	46.5%	54.8%	29.5%	40.7%
Nagoya University	21.6%	22.0%	29.7%	44.6%	44.4%
Kyoto University	86.6%	87.5%	86.8%	84.1%	72.3%
Osaka University	42.0%	42.9%	57.2%	60.2%	59.6%
Hiroshima University	36.8%	40.7%	37.9%	43.1%	38.9%
Kyushu University	52.8%	60.4%	64.1%	65.6%	55.8%

Source: Yamanoi in Yamanoi (2007), p.246 (revised by Suzuki).

This table indicates that Tokyo University and Kyoto University as the successor institutions of the two Imperial Universities built in the Meiji Era, show a large percentage of staff members from among their graduates, whereas the universities that were the successor institutions of other Imperial Universities and those of the Universities of Literature and Science, had only a small percentage of such staff members in the 1950s and (mostly) larger percentages in the 1970s. The latter group of universities had started its business by hiring the graduates of older institutions to their staff. However, these younger universities tried to employ their graduates after they had educated enough graduates to be staff candidates. After the 1980s, however, the percentage of staff members who were graduates of that particular institution reduced in many universities.

According to Yamanoi (2007) who analyzed the supply-demand relation of staff members in 13 research universities (Hokkaido, Tohoku, Tsukuba, Keio, Tokyo, Tokyo Institute of Technology, Hitotsubashi, Waseda, Nagoya, Kyoto, Osaka, Hiroshima and Kyushu), the relation in 2003 can be illustrated as follows.

Table 7 Supply-demand relation of the staff members in 13 research universities
(Excluding the staff members working at other universities/institutions)

Alma mater	Market share of the graduates in 13 Universities	Market share of the graduates in 12 Universities (excl. one's alma mater)
Hokkaido University	5.4%	3.7%
Tohoku University	6.2%	6.4%
Tsukuba University	3.8%	2.4%
Tokyo University	20.7%	39.7%
Nagoya University	4.5%	4.9%
Kyoto University	22.8%	18.3%
Osaka University	7.3%	8.0%
Hiroshima University	3.3%	1.5%
Kyushu University	6.5%	3.5%

Source: Yamanoi in Yamanoi (2007), p.251 (revised by Suzuki).

Table 7 shows us the share of each university which supplies the staff members of research universities (The staff members working at other universities/institutions are excluded). This table indicates that, for example, approximately 5.4% of all the staff members of 13 research universities comprise graduates from the Hokkaido University and that approximately 3.7% of all staff members of the research universities, excluding Hokkaido, comprise graduates of Hokkaido. The percentages shown in the right line of Table 7 indicate that supply-demand relations in universities were quite complex and that these universities were tied each other. They were not only sustained separately by 'Inbreeding', but also by these complex supply-demand relations.

As seen above, concerning the characteristics of the staff members in educational studies, with respect to their Alma mater, only general trends as part of the required career for staff members were revealed. A more detailed study remains to be conducted on the staff of each university.

2. Required previous career for staff members

Concerning the previous career of the staff members, we know only the numbers revealed in the study of Iwata (2011). According to Iwata, the previous career of the staff members engaged in the professorship of the FoL or of the DoL of the FoLaL is to be illustrated as follows (based on the documents from 1899-1942).

Table 8 Previous careers of the staff members as professors of the Faculty of Literature or of the Department of Literature of the Faculty of Law and Literature

University of one's professorship	Year of graduation	Number of person	Previous career of staff members as professors									
			Associate prof. of IU → Prof of IU					Other positions → Prof of IU				
			Academic career			Practical career		Academic career			Practical career	
			Imperial University	Governm. institution in higher education	Private instit. in higher education	Ministries /governm. office	Journalism	Imperial University	Governm. institution in higher education	Private instit. in higher education	Ministries /governm. office	Journalism
DoL in FoLaL of ThIU	-1912	22	13.6%	4.5%	9.1%			13.6%	22.7%	22.7%	4.5%	9.1%
	1913-	6	100.0%									
FoL of TIU	-1912	59	25.4%	23.7%	13.6%	6.8%		8.5%	11.9%	3.4%	6.8%	
	1913-	16	50.0%	18.8%	18.8%						12.5%	
FoL of KIU	-1912	49	26.5%	26.5%	4.1%			6.1%	26.5%	2.0%	6.1%	2.0%
	1913-	12	25.0%	41.7%	25.0%				8.3%			
DoL in FoLaL of KsIU	-1912	13	7.7%					7.7%	76.9%	7.7%		
	1913-	13	38.5%	7.7%	15.4%		7.7%	7.7%	15.4%	7.7%		

Source: Iwata (2011), p.40 (revised by Suzuki).

This table indicates that the previous career of the staff members who graduated from universities before 1912 was quite diverse, whereas those who graduated from universities after 1913 tended to have career histories limited to positions within universities. Iwata (2011) points out that ‘from the Taisho Era, the market of professorship at the Imperial Universities became more exclusive’ and that ‘career building only in the Imperial Universities became the standard course for professorship’²⁰⁾. However, interestingly, in the FoL and the DoL of the FoLaL ‘the percentage of the professors built their career only in the Imperial Universities ... was not so high. In the FoL, there could be an alternative pattern that they sent the most brilliant graduates firstly to other universities/institutions than Imperial Universities and kept them waiting there for years, so that they recruited some of them with the most suitable achievement and personality for the professorship as the professors or associate-professors of the Imperial Universities’²¹⁾. According to Iwata, probably there were different types of previous careers required for the staff members of educational studies in both the FoL and the FoLaL of the Imperial Universities from in the Universities of Literature and Science.

As seen above, the previous career required for the staff members in the FoL and the FoLaL of the Imperial Universities has been identified already; however, a more detailed study remains to be conducted on the staff members of the Universities of Literature and Science before World War II and of each university after the War.

3. The subsequent careers of staff members

Regarding the later career of the staff members of research universities/institutions, we only have the percentages that were discovered by Iwata (2011). According to him, the later careers of the staff members (as associate professors of the FoL or of the DoL of the FoLaL), i.e. their careers after their retirement or their move to another institution is to be illustrated as follows (based on the documents from 1899-1942).

Table 9 Subsequent careers of the staff members (associate professor of the Faculty of Literature or of the Department of Literature of the Faculty of Law and Literature) after their retirement or their move

University of one's associate professorship	Year of career start in that university	Number of person	Subsequent careers of staff members as associate professor									
			Academic career							Practical career		Other
			Prof. of same univ.	Prof. of other IU	Assoc. prof. of other IU	Prof. of IU overseas	Prof. of HNS/UoLaS	Prof. of private univ.	Higher educ. overseas	Ministries /government office	Journalism	
DoL in FoLaL of ThIU	1923-1926	12	66.7%		16.7%					16.7%		
FoL of TIU	1899-1926	58	63.8%	5.2%	1.7%	1.7%	3.4%	12.1%	1.7%	3.4%	3.4%	1.7%
FoL of KIU	1907-1926	31	87.1%	6.5%			3.2%					3.2%
DoL in FoLaL of KeiU	1926	3	100.0%									

Source: Iwata (2011), p.66 (revised by Suzuki).

Table 9 shows us the expanding possibilities for the later careers of the staff members (as associate professors). Particularly following the order from Kyushu, Tohoku, Kyoto and Tokyo, or in chronological order of the period under examination, they had more possibilities in their subsequent careers. Specifically, the earlier their career started, the more possibilities there were for their subsequent career after their retirement or move to another institution. In other words, they were less limited to being a professor at the university to which they belonged. Nonetheless, more than 60% of the associate professors in all of the universities became professors of the universities where they were associate professors and only the remaining positions of professorship were open to candidates who worked at other universities. Therefore, supposedly, professors who built their careers outside the Imperial Universities could only fill the positions that were not occupied already by the group of professors who built their careers in the Imperial Universities.

As seen above, the later career of the staff members in the FoL and the FoLaL of the Imperial Universities have been identified already; however, a more detailed study remains to be conducted on the staff members in the Universities of Literature and Science before World War II and in each university after the War.

4. Staff members' experience of studying abroad

To quote Tsuji (2010), the Ministry of Education's system of sending students to study abroad (*Monbushou Ryugakusei Seido*) 'that had been introduced and sustained to assist the construction of the Imperial Universities before 1919' was 'changed after 1920 into a part of the education and training course of staff members who would work at the educational institutions of the government'. In other words, 'the aim of selection of students who were sent to study abroad was before 1919 mainly recruiting the staff members of the Imperial Universities and the colleges newly established by the government (particularly vocational colleges). The ministerial students who worked at high school before studying abroad (particularly specialized in natural sciences) were sent to other countries only with the intention of recruiting them afterwards to the Imperial Universities and the colleges. (...) However, the function of this system of studying

abroad as the selection and placement of staff candidates in the initiative of the Ministry of Education was changed after 1920 into the education and training of own staff in the initiative of each college²²⁾. In addition, there are several studies, such as Suzuki (2010) and Suzuki (2013), on staff members sent to study abroad by the Ministry of Education in the discipline of educational studies²³⁾.

As seen above, with regard to the characteristics of the staff members of educational studies, and with respect to their experience of studying abroad, only general trends have been revealed. A more detailed study remains to be conducted on the staff members of each university.

5. The Ph.D. degrees of staff members

Little attention has been paid to the Ph.D. degrees of staff members. We can only refer to the studies available on the percentages of staff members with Ph.D. degrees and the date of acquisition in certain institutions.

The Japanese Ph.D. system was constructed under three laws: the first Law of Degree (*Gakuirei*) of 1887, the second Law of Degree of 1898 and the third Law of Degree of 1920. In the era of the first and second Laws of Degrees, it was possible to acquire a Ph.D. degree in three different ways: (1) by passing a doctoral exam at a graduate school, (2) by recommendation of the board of the Imperial Universities (at the time of the first Law of Degree) or that of the presidents of the Imperial Universities and of the Societies of Ph.D. Scholars (*Hakushikai*) (at the time of the second Law of Degree) and (3) by submitting a doctoral thesis and passing a subsequent examination. However, due to the third Law of Degree, the Ph.D. degree was no more available by passing an exam and by recommendation. Now, it is available only by submitting a thesis (or testifying the same level of scientific productivity) after studying in a doctoral programme at a graduate school for at the least two years.

Regarding the Ph.D. degree system before World War II, Iwata (2011) says that at the time of the first and second Laws of Degrees ‘everyone could acquire a Ph.D. degree by recommendation of the president of the Imperial Universities without submitting a doctoral thesis, once he could become a professor at an Imperial University. (...) Ph.D. degree of this epoch was nothing but the “honor of the government” for the people who achieved professorship at Imperial University. In contrast, professors of other universities (colleges) could acquire a Ph.D. degree, only when they submit a thesis to an Imperial University or receive a recommendation of the Society of Ph.D. Scholars. Therefore, all the professors at other institutions than the Imperial Universities did not possess a Ph.D. degree. In addition, even when they could achieve a degree, they were 10 to 15 years older than the professors of Imperial Universities at the moment of achievement’²⁴⁾. Iwata summarised the ways of acquiring a Ph.D. degree in both the Imperial Universities in Tokyo and Kyoto before 1920 as follows:

Table 10 Way of acquisition of the Ph.D. degree in Imperial Universities before 1920

University of one's professorship	Number of person	Place of awarding Ph.D degrees				By recommendation of the Society of Ph.D.
		TIU		KIU		
		By submitting thesis	By recommendation of president	By submitting thesis	By recommendation of president	
FoL of TIU	29	34.5%	41.4%			24.1%
FoL of KIU	34	29.4%		2.9%	64.7%	2.9%

Source: Iwata (2011), p.84 (revised by Suzuki).

As it is shown clearly in Table 10, most degrees were given not due to the thesis, but on recommendation in this epoch.

However, at the time of the third Law of Degree, the doctoral thesis began to be considered a requisite for professorship and there were professors who kept working without a Ph.D. degree, as they were able to have become professors without a doctoral thesis²⁵⁾. Iwata conducted a chronological analysis on the acquisition of the degrees of the professors of the Imperial Universities who started their career after 1920 as follows:

Table 11 Acquisition of the Ph.D. degree of the professors of Imperial Universities started their career after 1920

University of one's professorship	Year of career start in that university	Number of person	Acquisition of the Ph.D. degree			
			Before career start	Within first three years	Later than the forth year	No Ph.D./ Unknown
DoL in FoLaL of ThIU	1923–1926	15	33.3%		20.0%	46.7%
	1927–1941	13	7.7%	15.4%	76.9%	
FoL of TIU	1920–1926	10	80.0%	10.0%		10.0%
	1927–1941	36	61.1%	13.9%	11.1%	13.9%
FoL of KIU	1920–1926	3	100.0%			
	1927–1941	24	95.8%	4.2%		
DoL in FoLaL of KsIU	1926–1941	26	15.4%	3.8%	50.0%	30.8%

Source: Iwata (2011), p.94 (revised by Suzuki).

This table indicates that, after the third Law of Degree in 1921, the percentage of professors who already had a Ph.D. degree before they achieved a professorship was quite high in TIU and KIU, whereas there were many professors who had never achieved a degree or whose degree was not found in ThIU and KsIU. However, after 1927, professors tended to acquire a degree, not always before their career in the Imperial Universities.

With regard to the situation after World War II, namely at the time of the regeneration and reform of the Japanese higher education system after the War, Amano (2016) pointed out that it was quite difficult to find staff members with adequate academic competence in the process of the (re)authorisation of the former colleges as new universities. To qualify as a staff member, one of the following four criteria at the least was required: (1) a Ph.D. degree, (2) a testified scientific productivity at the same level as the Ph.D. degree, (3) a teaching experience and academic publication, and (4) evidence of the quality of the content of one's teaching. The percentages of the staff members who graduated from a university before the War was 85% even at the former universities, 58%

at the former colleges (*Kyusei Senmon Gakkou*), 69% at the former Higher Normal Schools (*Kyusei Koutou Shihan Gakkou*), 50% at the former Normal Schools (*Kyusei Shihan Gakkou*) and 45% at the former Training Institute for Teachers of Young Men's Schools (*Kyusei Seinen Shihan Gakkou*)²⁶⁾. In this situation, not only the new universities that were founded on the basis of the former Normal Schools, but also those founded on the Imperial Universities such as the Tokyo University had such difficulties that 'Nanbara', as the president of the new Tokyo University, at first 'hesitated to establish a new faculty for education because of "the lack of personnel and material resources" that were indispensable for new independent faculty. Other universities were facing same situation'²⁷⁾. In 1947, before the regeneration and reform of the Japanese higher education system after World War II, there were only 136 staff members who owned a Ph.D. degree (in Literature) working at the former universities, 14 at the former high schools, nine at the former Preparatory Courses for University (*Daigaku Yoka*), 30 at the former colleges, three at the former Higher Normal Schools and five at the former Normal School²⁸⁾.

Only a few studies have been conducted on the development of the number of the staff members holding a Ph.D. degree in the FoL or Faculty of Education of each university separately (The only exception is the study of Hisatsune (2012) that examined the case of the FoE of Tohoku University). On the other hand, a study has figured out the following percentages of staff members with Ph.D. degrees in each university as a whole:

Table 12 Percentages of the staff members with Ph.D. degree in each university

	1954	1963	1974	1984	2003
Hokkaido University	33.9%	73.2%	68.2%	75.7%	83.6%
Tohoku University	36.3%	73.6%	72.9%	76.8%	86.0%
Tokyo University	45.1%	72.0%	72.2%	72.5%	81.6%
Tokyo University of Education/Tsukuba University	19.4%	50.9%	57.6%	61.7%	78.4%
Nagoya University	38.4%	66.7%	71.4%	83.2%	83.5%
Kyoto University	46.9%	71.5%	75.9%	80.9%	87.9%
Osaka University	47.8%	74.7%	81.0%	82.5%	89.7%
Hiroshima University	16.6%	40.3%	62.3%	67.0%	79.6%
Kyushu University	40.0%	65.7%	71.6%	78.5%	87.0%

Source: Yamanoi in Yamanoi (2007), p.252 (revised by Suzuki).

This table informs us that in 1954, the institutions founded on the basis of the small former Imperial Universities (Hokkaido, Tohoku, Nagoya, Osaka and Kyushu) and the former University of Literature and Science (Tokyo University of Education/Tsukuba and Hiroshima) had only a few staff members with a Ph.D. degree; however, they raised the percentage quite rapidly in the next decade.

As seen above, concerning the characteristics of the staff members of educational studies, with respect to their Ph.D. degree, only general tendencies have been explored. A more detailed study remains to be conducted on the staff of each university.

6. The gender of staff members

In addition, there is a point that has been strangely neglected by historians: almost no attention has been paid to the gender of staff members until today.

7. Six aspects for a more detailed research

In view of previous studies, I will attempt conducting a more detailed research on each university, namely a prosopographical analysis on the history of the academic staff members of educational studies in Japanese research universities and their forerunner institutions on the basis of the following five aspects: (1) the gender of staff members, (2) the Alma mater as a career requirement for staff members, (3) required previous career for staff members, (4) the subsequent careers of staff members, (5) staff members' experience of studying abroad and (6) the Ph.D. degree of staff members.

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- 2) Horn (2003), p.12.
- 3) Horn (2003), p.18.
- 4) Beech, G. 1992 'Prosopography'. *Medieval Studies. An Introduction*, 2nd ed. Ed. Powell, J.M. Syracuse, N.Y. pp.185-226., p. 185.
- 5) Beech (1992), p. 186.
- 6) There are a number of publications concerning famous academic staff members. Particularly, following publications are quite informative: 教育大辞書編輯局編 (1907, 1908)『教育大辞書』同文館, 唐澤富太郎 (1971)『日本近代教育史事典』平凡社, 唐澤富太郎編著 (1984)『図説教育人物事典: 日本教育史のなかの教育者群像』ぎょうせい, 小笠原道雄・田中每実・森田尚人・矢野智司著 (2014)『日本教育学の系譜 吉田熊次 篠原助市 長田新 森昭』勁草書房 (Ogasawara et.al. 2014).
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- 17) Shinbori (1965), p.84.
- 18) Iwata (2011), p.61.
- 19) 山田浩之 (2007)「高等師範学校と文理科大学の大学教授市場」(Yamada 2007) in Yamanoi (2007), p.82.
- 20) Iwata (2011), p.45.
- 21) Iwata (2011), p.50.
- 22) Tsuji (2010), pp.197-198.
- 23) See. Suzuki (2010) and Suzuki (2013).
- 24) Iwata (2011), p.92.
- 25) Iwata (2011), pp.97-98.
- 26) Amano (2016b), pp.566-567.
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日本の研究大学ならびにその前身高等教育機関における 教育学研究スタッフに着目した教育学研究の歴史的発展 過程の一側面に関するプロソポグラフィ的研究 (1)

—研究手法，研究の流れ，先行研究の課題—

鈴木 篤

【要 旨】 長年，日本の教育学研究は主に戦前期に活動した一部の「ヒーロー」に目を向ける一方，戦前・戦後に活動した無数の教育学研究スタッフのほとんどには十分に目を向けてこなかった。近年，戦後の教育学史や教育理論史に関してもいくつかの研究が発表されるようになったが，これらの研究においても，日本の教育学の発展については十分に解明が試みられているとは言い難い状況にある。本稿では，一連の研究で用いる手法と研究の流れ，先行研究の課題について解明を行った。

【キーワード】 プロソポグラフィ 歴史 教育学研究 日本の研究大学