

論文の英文要旨

Title the Freedom and People's Right Movement and the school
 Education

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This thesis deals with the discussion on how the freedom and people's right movement (Jiyu-minken-undo) accepted the compulsory education system at the early stage. It uses magazines and newspapers published by advocates of the Movement as materials. It covers the period from 1872 when the educational system in modern Japan was inaugurated around 1884 when the Liberal Party was dissolved.

Studies on the relation between the Movement and the school education in the early years have obtained lots of achievements. Its major evaluation would be that the Movement intended to create another educational system different from the official system which the Meiji-absolutism government aimed to establish.

However, the above common opinion has begun to be criticized from around 1990s. A new point of view has strongly increased that the Meiji government and the Movement were the same attitude toward western civilization including school education, recognizing any political conflicts were occurred between them. In addition, studies have been paid attention to the fact that the Movement has been promoted using such new means as newspapers and speech.

This thesis is to revalue how the Movement understood educational issues in early Meiji era and how its advocates devoted themselves to establishing the compulsory education system.

It is composed of chapter 1, 2, 3, 4 and conclusion, as follows:

Chapter 1 deals with *Gekkei-sinshi* (first published in 1879) by teachers in Nagano Prefecture who played an active part in the Movement. They were aware of the necessity of establishing the compulsory education system as their first

assignment, while participating in the Movement. They endeavored to spread the school education in various activities. Nagano has been known as an educational prefecture from the beginning of Meiji. On the background, there were any efforts by the teachers of the Movement.

Chapter 2 deals with a big newspaper *the Yokohama Mainichi* (first published in 1870). It was issued as a local newspaper at Yokohama at first. Thereafter, it became one of three representative newspapers of the Movement in 1880s and strengthened the political confrontation with the government.

However, there was no article or editorial directly objecting to the educational policy by the government.

Chapter 3 deals with *the Sobo Kyoritsu* (first published in 1881) which was the only newspaper in Chiba Prefecture in early Meiji era. Its owners were advocates of the Movement.

Accordingly, it carried many editorials or articles against the government. However, it was the only paper in Chiba and was active in carrying articles on encouragement for establishing the general education which was just begun. It is difficult to find any negative articles on educational policies. Furthermore, it carried many cases such that the teachers actively worked on the enlightenment of the region.

Chapter 4 deals with a newspaper and a magazine published by advocates of the Movement in Saitama Prefecture.

First, Section 1 analyzes *the Saitama Shinpo* (first published in 1877). This paper was also issued by advocates of the Movement. However, taking on a local newspaper character it carried articles for promotion and spread of the school education. It was trying to inform people of the school education from the same standpoint as the government. On the contrary, there were no critical editorials or articles on the primary education system.

Then, Section 2 of the latter half deals with *Saitama Education Magazine* (first published in 1883). This magazine, issued by the teachers of the Movement,

naturally carried lots of articles by advocates. The educational policies of the government in those days were changed from the knowledge-based education to the moral-based education. However, this magazine was not against it but rather sided with it.

The Conclusion reexamined the relation between the Movement and the compulsory education. Referring to the magazines and newspapers mentioned in this thesis, advocates of the Movement basically aimed at establishing, spreading and developing the school education in Japan, but opposition against it or confrontation with it was not found. Namely, the Movement intended to realization the constitutional system politically, and confronted with or struggled against the government. However, it had the same opinion as the government concerning school education.

Based on the foregoing facts, the Movement did not intend to establish another educational system different from that of the government. Advocates of the Movement devoted themselves to taking root the school education in Japan. The educational system in modern Japan was established in a short period. Its success attributed to high enrollment ratio accumulated since the Edo period or forcible promoting policy by the Meiji government, but it must not be forgotten that advocates of the Movement played on a national scale role. Remarkable services by them must be noticed.

Finally, it is mentioned a few assignments to research in the future, as follows: (1) making the contents of the theme to be more complete by accumulating several cases of other prefecture; (2) more deeply studying the latter half of the Movement in relation to the educational policy of the government; and especially, (3) pursuing how the Movement coped with the conversion of the educational policy from the knowledge-based education to moral-based one in the middle of 1880s.