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The Teacher-Student Relationship in Tokyo Higher Normal School through the Life History of Chinese Student

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1. Introduction

This paper aimed to explore the vivid state of the Chinese students while they were studying in the prewar Tokyo Higher Normal School. Specifically, this paper focused on the relationship between the Chinese students and the Japanese teachers.

Before the Sino-Japanese war (1937-1945), thousands of Chinese students had been studied in Japan. Those Chinese students were classified as two generations (Yan, 1991; 2009): the first generation came to Japan for different reasons and paid less attentions on their school study whereas the second generations had higher education in Japan and were regarded as elites. The Tokyo Higher Normal School was one of the official assigned institutions that accepted the Chinese Students and the Chinese students graduated from the school were regarded as elites, too. Furthermore, the Tokyo Higher Normal School was perceived as played an important role in the history of the Chinese teacher education from the perspective of the contributions the Chinese graduates had made to the sphere of Chinese education (Jing, 2000; 2005).

The earliest Chinese students were graduated from the Tokyo Higher Normal School in 1907. However, the school had accepted the Chinese students officially was started from 1907 according to a contract signed by the Chinese government and the

Japanese government: the school would accept 25 Chinese students every year from 1907 to 1922. There were 325 Chinese graduated from the school until the expiry of the contract. Those Chinese students had passed the competitive entrance examination of the school and studied in there for 5 or 6 years.

Referring to the studies on the educational settings for the Chinese Students of the Tokyo Higher Normal School, Jing described the process of the contact signed between the Chinese government and the Japanese government and the regulations for the foreign students (Jing, 2000); Shao and Funaki (2003), on the other hand, analyzed the subjects of the Chinese students learnt in the school. Those researchers both focused on the Chinese students studied in the school during Meiji period by applying the data of the school bulletin.

However, majority of the Chinese students were studying in the context of the Taisho era and there are no studies analyzed the specific educational settings of the Tokyo Higher Normal School other than applying the records of the school bulletin. Therefore, this study tried to explore the studying state of the Chinese students in the prewar Tokyo Higher Normal School and to analyze how the Chinese students perceived their experiences in the school. Specifically, this paper attempted to answer the questions as following: 1) What

instructions did the Tokyo Higher Normal School offer to the Chinese students? 2) How did the Chinese students communicate with the Japanese teacher of the school? 3) How did the Chinese students perceive the teacher-student relationship in their life history?

To answer those questions, this paper took a Chinese student's life history in the Tokyo Higher Normal School as case study. The Chinese student is called Tian Han (1898-1968) and was studied in the school during 1919 to 1922 as a student founded by the Chinese government. Specifically, focused on Tian Han's relationship with his teacher --Fukuhara Rintaro (1894-1981) of the school. This paper applied the data of Tian Han and Fukuhara Rintaro, for example, the dairies, essays, and drama plays and the data from other Chinese students who had studied in the school.

Firstly, this paper analyzed the attributes of the Chinese students who had studied in the Tokyo Higher Normal School. Secondly, focused on the life history of Tian Han in the school, which including the instructions he had accepted and the interaction between him and his teacher. Thirdly, this paper analyzed how Tian Han perceived the life experiences in the school and how it affected on his life history in turn.

In doing so, this paper found the inner educational process of the Tokyo Higher Normal School before the World War II, particular, the instructions of the school for the foreign students and the interaction between the students and the teachers. And according to the analysis of the case of Tian Han, we perceived the subjective of a Chinese student concerning his study life in Japan.

2. The Chinese graduates of the prewar Tokyo Higher Normal School

In this section, the attributes of the Chinese students who had graduated from the Tokyo Higher Normal School during 1911 to 1927 are analyzed by using the data

of school bulletin, for instance, the birthplaces and the majors of the Chinese students. Moreover, to understand the social status of the Chinese students who had studied in the Tokyo Higher Normal School, this paper also analyzed the elite image of the Chinese students in the context of the "generation statement".

3. The teacher-student relationship in the Faculty of English Literature---take Tian Han's Life History as a case study

Tian Han (1898-1968) was famous as the lyricist of the national anthem of China, he came to Tokyo in 1916 and entered the Faculty of English Literature of Tokyo Higher Normal School in 1919. After Tian Han backed to China, he was active as a playwright in the movement of Chinese new drama.

This section focused on how Tian Han and his teacher--Fukuhara Rintaro interacted with each other. And analyzed the curriculum of the Faculty of English Literature which Tian Han had been studied and the ethos of the faculty.

4. Conclusions and discussion

In the end, this paper discussed the influences of studying in the Tokyo Higher Normal School on Tian Han's life history by analyzing his narratives relating to his study experiences and the interaction with his teachers. Moreover, discussed the perspectives we can applied in the historical research on the Chinese movement to study in Japan.

5. References

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