

# 京 都 大 学

# 教 育 学 部 紀 要

## VI

### 序 文 論 文

教育の目的について  
知性と想像力  
明治時代における国家主義教育の一源流  
皮肉の時代における教育的人間像  
優秀知能者選別用S X知能検査作製の試み  
家族の縮小と出生の制限  
人格形成と教育  
進学機会の規定諸因子に関する一研究  
図書館学教育の諸類型  
アジア諸国の義務教育の現情とその振興方策  
The Philosophical Background of the History of  
Education in Japan

### 英文要約 記 事

十年の歩み  
年 表  
昭和34年度講義題目

1960

# 京都大学教育学部紀要 VI

## (十周年記念)

### 目 次

序	：……………	篠原陽二	
論文：			
教育の目的について —デューイをめぐって—	……………	鱒坂二夫	1
知性と想像力	……………	小田武	18
—デューイの教育課程論における一つの問題—			
明治時代における国家主義教育の一源流	……………	本山幸彦	30
—熊本紫雲会と済々黌の関係をめぐって—			
皮肉の時代における教育	……………	岡本道雄	66
優秀知能者選別用 S X 知能検査作製の試み	……………	奥野茂夫	85
—理論的考察—			
家族の縮小と出生の制限	……………	姫岡勤	97
—家族構成員数の問題序説—			
人格形成と教育	……………	渡辺洋二	118
進学機会の規定諸因子に関する一研究	……………	森口兼二	128
図書館学教育の諸類型	……………	小倉親雄	150
アジア諸国の義務教育の現情とその振興方策	……………	相良惟一	177
The Philosophical Background of the History of Education in Japan	……………	Yūkichi Shitahodo	196
英文要約	……………		204
記事：			
十年の歩み	……………	下程勇吉	213
年表	……………		216
昭和34年度講義題目	……………		225

## 序

千九百四十九年制度改革に伴い、京都大学教育学部が創設され、十年を閲した。その間の歩みは本紀要下程教授の文が要約し、また主要な事項については助手諸氏の手に成る年譜に記した。文学部教育学教授法に發した本学部の講座もようやく十一を数え、なお緊急に増設を望まれる講座も少くないが、ほぼ学部としての体裁もとのいはじめたと言えるであろう。草創十年の困苦の中に正木教授を失つたことは、同僚の痛恨してやまぬところである。

この紀要第六号は学部の現況を示す試みとして、在職する教官に求めて最近の業績を集めたものである。開設後日浅く、学部の充実には時をかさねばならぬであろうし、更にまた文化、教育の動向に鑑み、これに対応すべき学部の性格について、人により所見を異にすることもあろう。ともあれこの紀要の中に、少くとも京都大学の伝承する自由討究の精神に立ち、研究及び教授の使命を真摯に全うしようとする教官の努力を認められれば幸いである。しかも我々はこの十年誌を単に想起のよすがとする記録にとどめようとせず、寧ろ、これを今後の前進と發展の端緒乃至契機たらしめようとする。

併しながら、今日の政治、社会の新たな要求は教育に一層の負荷を加え、教育学部の責務をいよいよ重からしめている。ここに僅かに十一講座を以て任務の滞りない遂行を期することのまことに容易ならぬことは教官のよく弁えるところである。我々のつとむべきはもとよりであるが、学の内外の好意ある協力と援助を乞わなければならぬ。

昭和三十五年三月

京都大学 教育学部長 篠原陽二

## English Abstracts

### Aims of Education ; centering on Dewey's Theory

Tsugio Ajisaka

The purpose of this study is to analyze the concept of aims of education which we find in Dewey's theory.

In the first chapter, we conducted an inquiry into the characteristics of Dewey's philosophy. The meaning of experimentalism and instrumentalism were discussed from point of view of Dewey's argument.

In the second chapter, Dewey's principle of education was introduced, especially with regard to the concept of aims, content and method.

And in the last chapter, the author tried to give some critique of Dewey's thought. While pointing out the merits of the experimental method of inquiry which this great scholar contributed to the field of philosophy and education, the author tried to suggest other aspects of Dewey's approach which seemed less valid. Such as Dewey's discussion of creative imagination which will be found in the beginning of his section on logical understanding. Dewey used the words "creative intelligence" very often, but the meaning and content of the concept of creativity is nowhere adequately explained. The author analyses this point and advocates some intuitive or imaginative aspect of thought being introduced to solve this problem.

He also presents the opinion that it is impartial way, to make sure the educational aims, to accept historical point of view. Aims of education should be established by not only scientific, experimental method but also by a historical approach to which the experimental method cannot apply.

### Intelligence and Imagination —A Problem in Dewey's Curriculum Theory—

Takeshi Oda

#### 1. The task of creative education

Creative education is developmental reorganization of learners' experiences. In creative education we attach importance to the experiences learners' confronting. Students must appreciate their experiences. The aim of creative education is to realize many values in students' own lives.

Adult society must co-operate with younger generation for achievement of this aim. Education is a task in which both adult society and the younger generation have to participate. In teaching-centered education and training-centered education, adult society

## E n g l i s h   A b s t r a c t s

alone devises the contents and methods of education. On the contrary, when the responsibility of education rests on the younger generation alone, there is a danger of younger people wandering unguided as they were in an open field. Thus, creative education must be established whereby the younger generation reorganizes its experiences under the guidance of adult society.

In creative education, society, culture and education develop. The significance of life is that many values are realized and accumulated on which free society can be built and the various individuals' personalities of those who are comprised in the society can be expressed. So we must form experimental attitudes to explore new values on the basis of accumulated values. Now, let us study the refinement of intelligence and imagination as the take of creative education.

### **2. Curriculum for utility and freedom**

John Dewey systematically showed his curriculum theory in his book, "Democracy and Education." The curriculum construction he showed aims at the development of students' individualities towards utility and freedom. He emphasizes the integration of liberal education and vocational education based on the refinement of intelligence and imagination.

In curriculum construction, he attaches importance to play and work. Both play and work are direct experiences which we gain. Such direct experiences are the bases of our realistic understandings.

However, direct experiences are narrow in scope. So indirect experiences are necessary for realizing connections. Information which gives indirect experiences has to take an important position in the curriculum. Studies which involve such information include geography and history. Geography and history enlarge the scopes of our imaginations and refine our social intelligences.

Whether information becomes our own stored knowledges is decided by our responses to it. Science is important in the curriculum since it is a construction of knowledges organized rationally and logically. The essence of science is in its method. When we master the scientific method, we can gain scientific knowledges and refine our intelligences by it. We must make science not only technical but also such that it will develop our imaginations and find new aims.

Moreover, in the curriculum for utility and freedom it is emphasized that art especially refines our imaginations. Art reveals the depth and width of significance of man's experiences. When art is given a high place in education, it prevents education becoming mechanical, and it humanizes education.

### **3. Character education and intelligence education**

In Dewey's "Human Nature and Conduct," character is conceived to be the interaction of habits. Habits have reality in human lives. Human conduct is based on habits. But our habits are apt to fix our conducts within certain patterns. On the contrary, our impulses free us from this fixation. However, impulses have no organizations.

It is a function of intelligence to give our impulses the right directions. Intelligence combines the past, the present and the future of an individual while impulse is the motive power of his development and habit constitutes the base of his development. Therefore,

character education must be closely combine with intelligence education. We can see Dewey's experimentalism in this combination of character education with intelligence education.

Art is able to sublimate our impulses, because art gives our impulses their objectives through our imaginations. Moreover, aesthetic experiences and religious experiences give us sense of the infinite. Education towards the creation and appreciation of life ought to be education in which co-operation of intelligence with imagination is the central function of character building.

### **Sources of Education for Purposes of the State in the Meiji Period**

**Yukihiko Motoyama**

The special characteristics of public education in the Meiji Period which supply the basis of modern Japanese education, are the idea of nationalism and the submission of education to politics which run through all Japanese education. It was MORI Arinori, the first Japanese Minister of Education, who systematized such characteristics of education. And, it is generally considered that characteristics of this kind are handed down from above through the power of the state. However, on due consideration education previous to Mori's which was not yet clearly based on the idea of nationalism but which was closer to the thought of the Enlightenment as exemplified in the educational system of 1872 or that of 1879 which based on American ideas were nevertheless initiated by the state. Thus Mori's was not the only education which was created by the state.

If this is so, then the question will arise as to why education previous to Mori's did not become a basis for modern Japan's education while it was as much a product initiated by the state. This paper is an attempt to answer this question.

In this paper, I have tried to consider how a certain type of education in finding its way into the others of the people was not merely a matter of national or political policy from above but was an expression of currents of tradition and factors which received, supported, and accelerated it from below. As one of the major factors operation from below I have taken anti-governmental movements of the early Meiji and the educational policy which went along with these, especially those factors which were based on the conservative sentiments of the people which stood out against the westernizing policy of the government. In this we can spot early the special peculiaritie of education of the Meiji Period. These anti-governmental attitudes towards education after no longer contradicted the government position, for the latter shifted its position toward their similar conservative ideas centered on Japan and this was taken as a model by Mori for national educational policy. This kind of political movement and educational policy were coupled most typically in the educational leadership of the Shimeikai in their school in Kumamoto, Seiseiko, and this is covered here in detail.

## **Education in the Age of "Irony"**

**Michio Okamoto**

I intend in this paper by adopting the idea of "Irony" used by Reinhold Niebuhr in his analysis of the contemporary situation, to explicate the present situation of crisis. I have phenomenally extracted two elements from his "Irony", "innocency" and "messianism" in the opposition of ideologies between America and Russia, and I trace historically the remote causes of the crisis implied in the atheistic character and its ensuing optimism and in the natural rise automatic insistence of human character since the Renaissance.

Considering the problem of education in such an age of "Irony", we will find out that the view of man on which modern education depends, is the optimistic modern view of man accompanied by an unconditional, affirmative trust in an "automatic" humanity and the possibility of unlimited teaching possibilities in the growth of child.

In concluding the paper I can not help inserting some doubt about the sufficiency of this view. I cannot deny that there exist negative, evil elements in the human character and I must admit its possibility.

## **An Attempt to Construct SX Intelligence Test for Selecting a Man with High Intelligence; theoretical consideration**

**Shigeo Okuno**

In this study an attempt to construct the SX Intelligence Test has been made as a part of Kyoto University Intelligence Test Program. The intelligence tests made hitherto have been constructed with the intention to measure both the intelligence of genius and that of the feeble-minded with only one kind of test. But, it has been impossible to measure both of them correctly with the same test, though the measurement of normal intelligence has been carried out fairly well. To offset the faults mentioned above, we have tried to construct the special intelligence test aiming at a more precise measurement of high intelligence.

We decided to organize this as follows, for convenience' sake: at first we gave the NX Intelligence Test to all of our subjects, and then give the SX Intelligence Test to the subjects who are within the range of more than the upper 15% (corresponding to more than SS 61, IQ 121) in the preliminary test.

Before constructing this test, the faults of intelligence tests at present widely used were pointed out in connection with the development of the methods of intelligent testing. Then considerations referring to the literatures concerned were made as to the intellectual characteristics of a man with high intelligence. And some discussion of the form and the contents of SX Intelligence Test is also included.

## Birth Control and Decline in Family Size

Tsutomu Himeoka

The small family system may be said to be universally gaining ground in modern society, and it is unanimously accepted that the system is being realized chiefly through birth control. What are the social factors that are responsible for the ever wider diffusion of contraception ?

The following five factors are chiefly responsible. (1) Urban socio-economic conditions that have lowered the economic value of children. (2) Increasing opportunities or in many cases necessity of the employment of married women. (3) Diffusion of the ideologies of equality of the sexes and of the respect for children. (4) Increasing individualism, which conversely means the decline of the family system. (5) Decline of religious beliefs. It is evident that all of the above factors become prominent with increasing urbanization.

In the postwar period, the difference between the differential fertilities of urban and rural populations is decreasing in our country as well as in the more advanced countries of the Occident. The social conditions which produce "peasant's fecundity", however, still remain potent. Chief amongst them are: (1) The fact that farming is carried out by family labor. (2) The traditional family system. This is characteristically expressed in the peasant's wishes for his family's perpetuity and prosperity. (3) Conservatism. (4) Difficulties in obtaining the knowledge of contraception and the appliances necessary for its practice.

## Education and Personification

Yoji Watanabe

It has been said by a good number of scholars that education is personification. Some sociologists of education make statements to the effect that the human being, who is at birth a mere biological organism, becomes a person through the process of education or of his assimilation to the knowledge, beliefs, morals, customs and any other ways of life set up by the society into which he is born. His personality thus acquired is superorganic in nature. It is not determined by or acquired from biological heredity, but is molded by the social and cultural environment. What man must have, according to them, is the like-mindedness by which society can continue to exist. And finally some individuals go so far as to say that personality cannot be anything but a mirror or the subjective side of the cultural complex.

One of the criticisms directed against this view is that it ignores the part played by the biological determinants. These imply heredity on the basic level and endocrine-nutrition-autonomic nervous system on the other. It is true that heredity is potentiality made actual only in the process of interaction with the environment. Does this inseparableness, however, prevent us from seeking the relative importance of the one over the other, as some like R. M. MacIver, G. Murphy, and others find it meaningless to seek? The studies



## English Abstracts

of identical twins are by no means as yet successful in clarifying this problem, but the failure, we must recognize, is largely due to the inaccurate concept of personality used. Consequently, it is not clear to students of the problem how much or little what they call "plasticity" is bestowed upon an individual. To compound confusion, they are unable to find any decisive answer to the question of how long time is required for "maturation," or in other words, how early an individual's personality is determined, since they have to contend with such mutually competing theories as psychoanalysis and situationalism, each of which claims validity of its own.

Another defect of the cultural determinism is that it overlooks the uniqueness of personality, by which any individual is set off from another. Personality would not exist, as M. Schoen pointed out, if all the members of any one social group acted alike, thought alike, and felt alike. Individuality is and must be respected in education as well as in psychology.

No one would deny that psychology has made great strides in the study of personality during the last several decades. At the same time, however, the use of numerous varying concepts of personality has rendered a precise definition of it more difficult than ever. Some view it as the sum of intelligence and character, others add temperament to these elements, still others disposition and temper. While some psychologists distinguish it from intelligence and consider it identical with character, but others disagree. Some psychologists employ the term "character," but they admit it only insofar as it conveys no moral connotation, or if it must have a moral connotation, they are reluctant to use it. On the contrary, not a few students of educational theory endorse the ethical meaning of the term and use it either interchangeably with, or as the most fundamental aspect of, the concept of personality. Some of them, under the influence of German philosophers such as Kant, understand the concept to be an ideal type of morality, the aim of education, for which we must endeavour, but which is ultimately unattainable. They feel that the success of education may be judged in the light either of this ideal or of prevailing ethical standards; the psychologists, on the other hand, feel it is to be measured in terms of adjustment by means of clinical psychology and mental hygiene.

Under these circumstances, what is meant by the statement, "education is personification," which is so much in vogue? Who does not lose his way in its ineffectual abstraction and vagueness? There seems to be no single correct angle from which to approach personality, and no way of combining into one the connotations of personality which are contradictory to each other. Furthermore, it is not possible at this point to set forth methods of developing personality or of measuring the success of such methods. The conclusion, therefore, that seems most plausible is to refrain from using the phrase, "education is personification" for the time being.

### **A Study on the Determinant Factors of Educational Opportunity**

**Kenji Moriguchi and Konosuke Fujimoto**

#### **1. Basic Problem**

Most of civilized countries in the present world have established the principle of

## Kyoto University Research Studies in Education VI

“equality of educational opportunity according to individual ability”. We can find the same principle in our “Japanese Constitutional Law” and “The Basic Law of Education”. From our point of view, however, this principle seems insufficient to establish the equality in the true sense, because difference between individuals abilities due to not only individual effort, but also various conditions under which individuals have grown up. In another word, the principle mentioned above seems to keep protecting the advantage of some privileged students who have been able to grow up under better care from parents, higher economical condition, and other various more advantageous backgrounds.

However, even if we admit this principle as a temporal ideal, we cannot fail to point out the big gap between the ideal and the reality. The main task of this study is to make the nature of this gap clearer through the positive statistical research.

### 2. Approach

We took 1707 parents of third grade students in 8 middle schools, mainly located in Kyoto-fu, as our samples. We utilized some questionnaires which asked the respondents to write their income, educational background, occupation, their children's school record, children's status in family and so on. We sort five to ten groups according to these indexes, calculate the percentages of students going to high school in these groups and try to find correlations between them.

### 3. Summary of Results

a) We can find a high correlation between students' school records by which five groups are sorted and percentages going to high school in these groups. However, their school records are also correlated with parents' educational background, income, and occupation.

b) When we sort the students in the same level of school record into some sub-groups according to their parents' income, educational background, social status and occupation, we can find the fact that the percentages going to high school in these sub-groups are greatly effected by determinants mentioned above.

c) Parents evaluation of educational background as well as social determinant factors also effect the percentages going to high school.

d) At the case of less wealthy families, it is girls who must give up their intention to go to high school. But we cannot find any significant difference between eldest-son-groups and others concerning with the same point.

## Educational Patterns for Librarianship

Chikao Ogura

It is nearly ten years since a formal course on librarianship was launched as part of educational programme in universities and colleges in Japan, more exactly, it might be said that this development goes back to the passing of the National Library Law in 1950 which provided for minimum standards of professional librarianship in public library,

## English Abstracts

ascertainable by certificates. Now the time has come to evaluate in detail what the librarianship course has achieved.

The writer of this paper, as a member of the teaching staff in a university, has been keenly interested in typical educational patterns existing in the leading countries of the world in the field of education for librarianship and he has traced them in this paper with special attention to their current situations, situations which have come into being as the results of continuous self-modifications ever since the time when librarians were trained in the same library in which they were to continue to work, without reference to any general exterior standards.

It has seemed obvious for the writer that the different colors in educational patterns which existed with distinct contrast between the Europe and America have been fading rapidly, and the same can be said in the case of European countries, as between two typical groups practicalist and theoreticalist, respectively.

Two major factors can be seen to indicate this point. Formal courses on librarianship in the universities or colleges have recently started in many countries in Europe where the emphasis had always been placed previously on training the librarians. On the other hand, advanced studies have made steady progress towards the scholarly goal of librarianship especially after the establishment of the Graduate Library School at the University of Chicago in 1926.

This does not mean to say however that a common pattern of training will emerge in the not so far distant future in both hemispheres, but hopes in this direction increased more and more recently.

Historically, it can be said that the next step to apprenticeship in training librarians was the schools founded entirely independent of any institution of higher education; after the disadvantages of this procedure became evident, these schools have tended towards association with universities, and developed close connections with subjects other than technical librarianship. The library school's university grounding may be considered as the third step in training librarians, which means that there is now a platform on which the purposes of librarianship can well be understood by faculty members, researchers, and students of other fields. At the same time it has acted as one of the most important factors giving an ever-increasing value in terms of scholarship to the study of librarianship.

So the writer has come to recognize after examining many different patterns in both Europe and America, that a successful future depends upon a closer consolidation of instructional programme with those of other field of learning in the university or college.

### **The Present Situation of the Compulsory Education in the Asian States and the measures for its promotion**

Iichi Sagara

At present every Asian State, without a single exception, is suffering from the unusual increase of its population, and it is becoming a big problem to give the chance of educa-

## Kyoto University Research Studies in Education VI

tion to this ever increasing population. Needless to say, these nations are making great efforts to promote education, but the outlook of their future is not quite so easy.

The most important of the educational problems in these States today concerns the compulsory primary education. From December, 1959 to January, 1960 a conference, concerning the promotion of compulsory primary education, was held in Karachi, Pakistan, under the auspices of UNESCO. I attended this conference as a representative from Japan. The conference set forth the present situation of the compulsory education in the Asian States and the problems concerning it. It set forth the degree of diffusion of compulsory education in the Asian nations, regulations concerning compulsory education, the age limitation of compulsory education, the period of school age, the purpose and the subject matters of compulsory education, text-books, the evaluation of the children's standing, school provision of meals, health facilities for children, institutions for special education, school accommodations and equipments, teachers, administration and finance of the school. Next it stated several problems which need special consideration for the development of compulsory education in the Asian nations.

The Karachi Conference at the end passed a plan which is called the Karachi Plan. This presupposes the population of children of compulsory education age from the estimation of the total population in the whole Asian area in the twenty year period between 1960 and 1980, and from this estimates the expenditure for the compulsory education of these children as 64 billion dollars.

In the nature of things, the problem such as the compulsory education should be solved by the efforts of each nation. Yet it means a great difficulty to supply this large sum of money, and therefore the external aid and the international co-operation are considered as desirable solutions.

# 十年間の歩み

下 程 勇 吉

## I

われわれの学部が創立10周年の日をむかえ、学部の研究紀要もその記念号を世におくるにあたり、10年間の回顧といったようなものを執筆するようにと指名せられたが、その任でないことを自ら知るだけに、執る筆は重い。まことに夢のごとく十個年の歳月は流れたが、思いのみ急がしく、なし得たことはほとんど語るにたえぬことのみである。若干のことを記して責をふさぐのほかはない。

終戦後、米国の教育関係者が日本に来ておどろいたことの一つは、国内でもっとも優秀な学生が集まる国立大学において、教育学の講座が一つくらいしかなくて、教育学の基本的研究と教職員の養成ならびにその再教育（現職教育）とにかかわる分野がはなはだしく立ちおけているということであった。そこから、国立大学に教育学部を設けるというはこびとなったのであるが、その当初の案としては、少くとも東京大学と京都大学には、改組以前のエール大学におかれていたような、大学院中心の教育学部をおくといったような構想もあったのである。しかし、結局現在のように、いわゆる旧帝大の各々に教育学部がおかれたのであるが、各府県に教育学部ないし学芸学部がおかれたのに、それに加えて各国立大学に教育学部がおかれることの可否は、なお結論が出ていない一つの問題であるといわれよう。しかし教育学の基本的研究を遂行し、教職員の養成と再教育に貢献するということは、教育本来の立場から見て、十分意味あることであり、国立大学に課せられた重大な責務であることは、あらそわれない。この点は、学部発足の根本精神をなすものとして、われわれが牢记すべきことである。この点は、文学部の教育学教授法の講座を根基として発足した教育学部の新しい独自の性格を特色付けるものといわねばならない。教育学部は、その限り、独自の新しい学部であるという自覚から出発したのである。その点を忘れ去って、他学部と同じようなことをしているならば、学部の独立性は失われるといわなくてはならない。教育学部の独自性という点を考えると、日本の国立大学の教育学部はなお多くの問題をもっているといわれるであろう。

## II

その点からいって、学部発足のとき、幾多のよき助言をおしまれなかった先輩知友の人々の間にあって、ことに頭にのこっているのは、当時の文学部の教授梅原末治先生の御言葉である。先生は、学部は単なる網羅主義で行くべきでなく、一つの分野に重点をおき、そこに人材をあつめ

## 京都大学教育学部紀要 VI

るべきであるといわれたのであった。そしてその際、京大文学部の東洋史、哲学の分野のことを例に引かれたのであった。このことは、学部構成の根本方針につながる問題として、十分に考慮すべき事柄である。学部として、よき意味で独自性をもつことは、学部の存在の意味につながる根本問題であるからである。

しかしながら、学部発足の際各学部から選出された教育学部整備委員の公式会合で確認されたことの一つは、教職課程の運営は教育学部のはたすべき責務に属するというのであった。その面から来る免れ難い制約は、網羅主義的な行き方であった。しかし講座数も十を数えるにたった今日、この問題は十分考慮すべき問題であると思われる。また私は、学部の発足以来いろいろなことを経験するにつれて、教職課程は学部プロパーの講義と独立に分離して行うべきであるという見解をもっている。この点も、学部の根本問題の一つであるといわれよう。教職課程を学部の講義と共通にすることは、学部の学生ならびに教官にとっても、あえて好ましいことではないし、他学部の教職課程受講者にとっても、また必ずしも好ましいことではないであろう。

いずれにせよ、学部の独自性ないし独立性の問題は、学部のもっとも重大な問題の一つである。もとより、学問の総合的研究の重大性が年とともに加わる今日、他学部と協力して研究することは、いよいよ大切となってきているが、そのためには、各自が自分自身の足で立ち上ることがいよいよ大切である。自己自ら何ほどこかのことをなすことなくして、協力研究も何もあり得るはずがないからである。私なりに学部の独立性の確立を念願してやまぬのは、他学部における先人の長年にわたる学的研究の貴重なつみ上げのもつ権威と実力に思いをいたすからである。国家公務員として、身分を保障せられ、研究の自由をあたえられている者には、その点にこたえる責任がある。その責任の自覚から発して、たえず研究をつみ上げる以外に、学部の正しい意味の独立性を勝ち得る道もないし、学部の学生に学的研究に生きる誇りと悦びを体得せしめることもできぬであろう。このことは、新制大学院発足のとき、あらゆる“悪条件”をおかして、大学院設置に微力をいたした私自身の痛切な体験から、一言せずにはいられぬことである。

### III

“悪条件”といえば、国立大学の教育学部発足の際にしおいこまれた制約がある。それは、当時の主要な国立大学長が、教育学部はその建物や事務定員について新規要求をしないで、発足させると、いわば一札いれたため、それがいつでも予算査定るとき、大蔵省側からもち出されることである。そのために、われわれの場合、教育学部の事務官の定員はいまなおみとめられていないから、研究費その他がこの面からいろいろ制約せられているのである。建物は、高坂前学部長の容易ならぬ努力によって、一応現在のところに建てられたが、出発当初の制約は依然としてのこっているわけである。

敗戦の混乱のまっただなかから、何もかも間にあわせて出発したときのことを思えば、まことに、現在は隔世の感がある。しかし、今はもう「間に合わせ主義」はやめねばならぬときである。

## 下程：十年間の歩み

「間に合わせ主義」といえば、学部発足以来、われわれを悩ませたものは、転学部の問題である。大学入学を念願してやまぬ一念からとはいえ、高等学校の教師のうちにも、どの学部でもよいから、入っておいて、転学部をするようにという、「間に合わせ主義」で生徒に“ガイダンス”をする人達が少なくなかったため、学部発足の当初には入学者の半数を上廻る転学部者を出すにいたったので、やむなく転学部を認めぬ措置をとらざるを得ぬに至ったのであった。大学入学のはじめから、目的のためには、手段をえらばぬような人間ならば、汚職など平気するような人間になるでもあろうし、またそんな人間を「志操堅固」と見て採用する向きも少いであろう。事実、転学部をした人達は、学部卒業生よりも、恵まれたコースを歩んでいるとはいわれぬのである。やはり大学は、本筋たてて研究し学問をする場である。そんな場が目的のためには手段をえらばぬ立身出世主義者で占められることは、許されぬことであろう。われわれは、日本の教育を興すために学問をする志に生きぬく学徒をむかえ、共に教育の学問を一步でも前進させたいと念願している。

そうした立場に立つとき、われわれはたえず学部の在り方を反省し、歴史の進運と社会の要求とに対応し、真実の教育の在り方をつきとめるような方向を探求しなくてはならないであろう。学部発足以来、十年間に、社会は大きく変っている。われわれはわれわれ自身の在り方を幾重にも検討すべきである。如何なる権威にも屈せず、如何なる圧力にも抗して、学徒が心をこめて学問をする場と寮囲気をつくることこそ、われわれの終始念願すべきことであるだけに、弘法のいわゆる「自他受用、日にいよいよ新なる」一つのものに帰入することこそ、大学人の使命であり、責任であろう。

とはいえ、またしても思われるのは、学問の道のきびしさである。放言は真理でなく、品評は批判でなく、自負は自信ではない。十年、二十年、三十年、この一筋につながるも、なお及ばぬのが学問の道であるが、百年の後に知己を見出し得べくもない者も、千年の古に心の友を見出し得るところに、学の道につながる者が「美しき瞬間」に参じ得る可能性もあるであろう。「南北東西帰去来、夜深同看千巖雪」という、反復する永遠のロゴスに参入したいとは、私のひそかな念願の一つである。

1960. 2. 15

昭和34年度教育学部講義題目

科 目	講 義 別	共通別※	講 義 題 目	教 官
教育学教授法	講 義		教育学概論	下 程 教 授
	研 究	大	教育の人間学的基礎	下 程 教 授
	研 究	大 共	「教育における言語」の諸問題	鈴 木 講 師
	研 究	大 共	ギリシャの人間の形成（ソクラテス以後）	三 井 講 師
	演 習	大 共	教育学の諸問題	下 程 教 授
	演 習	大 共	Dilthey : Pädagogik	柴 田 講 師
教育哲学	講 義		教育学概論	下 程 教 授
	研 究	大	現代ドイツの教育哲学	高 坂 教 授
	研 究	大 共	ニイチエの教育	ハルトムート・ ブッフナー講師
	研 究	大 共	教育と芸術	前 田 講 師
	演 習	大 共	Hegel : Phänomenologie des Geistes	高 坂 教 授
教育史	講 義		西洋教育史概説	篠 原 教 授
	講 義		日本教育史概説	本 山 助 教 授
	研 究	大 共	十九世紀ドイツの教育学	篠 原 教 授
	演 習	大 共	Peterson P. : Pädagogik der Gegenwart	篠 原 教 授
	演 習	大 共	明治時代の政治と教育	本 山 助 教 授
	演 習		日本近世思想史料の講読	本 山 助 教 授
	演 習	大 共	明治道徳史料の講読—西村茂樹の著作を中心に—	坂 田 教 授
比較教育学	講 義		教育体系比較通論	池 田 教 授
	研 究	大 共	近代教育比較の根本問題の礎	池 田 教 授
	演 習	大 共	近代技術教育の比較史的考察 Cotgrove : Technical Education and Social Change の講読を交えて	竹 内 講 師
			近代的思惟の比較的考察 Mannheim : Essays on Sociology and Soc- ial Psychology の講読を交えて	上 山 助 教 授
	演 習	大 共	Spindler : Education and Anthoropology の 講読 上記書の後半	池 田 教 授 算 田 講 師
教育課程	講 義		教育課程概論（教職科目）	鯨 坂 教 授
	研 究	大 共	教育目標の設定	{ 鯨 坂 教 授 小 田 助 教 授
	演 習	大	Dewey : Human Nature and Conduct (前年度のつづき)	鯨 坂 教 授



京都大学教育学部紀要Ⅵ

	演習 演習	大 大共	Stanley : Education and Social Integration Wynne : General Education	鯨坂教授 小田助教
教育指導	講義 研究 研究 研究 研究 演習 演習	 大共 大共 大共  大共	教育指導概論(教職科目) 宗教と教育指導(禅における教育指導) 心理学における自我の問題 教育指導方法論 職業心理学(職業指導) 精神衛生 Kant : Die Religion Geck L. H. Ad. : Sozialpsychologie in Deutschland ; Sozialpsychologie im Auslande	片岡教授 片岡教授 高瀬助教 石井講師 加藤講師 黒丸講師 片岡教授 高瀬助教
教科教育法	講義 講義 講義 講義 講義 講義 講義 講義 講義 講義 演習 演習	          文共 文共	教科教育法概説 国語科教育法 社会科教育法 自然科学概論(数学・理科を含む) 数学科教育法 理科教育法(物理) " (化学) " (生物) " (地学) 農業科教育法(隔年34年度) 工業科教育法(隔年34年度) 商業科教育法(隔年35年度) 水産科教育法(隔年34年度) 英語科教育法 独語科教育法 仏語科教育法 教育実習 (以上教職科目)	小田助教 塚原講師 小田助教 沢瀉講師 奥川教授 田中教授 後藤教授 新家教授 松下教授 坂本助教 {中川教授 滝本教授 大谷教授 木俣教授 大浦助教 ケンブ講師 オシエコルヌ講師
教育心理学 第1・第2	講義 講義 講義 講義	   文共	教育心理学概論 臨床心理学概説 教育心理学(教職科目) 心理学概論	{正木教授 倉石教授 倉石教授 {正木教授 芋阪助教 梅本助教 高瀬助教 園原教授

講義題目

	講義	医共	生理学概論	大谷教授
	研究	大	思考の研究	倉石教授
	研究		視聴覚教育概説	宇阪助教
	研究		学習の諸問題	梅本助教
	研究	文共	生活空間の構造と人格の力学	佐藤教授
	研究	医共	精神病学各論	鳩谷助教
	研究		職業心理学(職業指導)	加藤講師
	研究		精神衛生	黒丸講師
	研究		特殊教育	{ 糸賀 講師
	研究		社会心理の諸問題	{ 前瀬 講師
	研究		臨床心理学の諸問題	{ 三田 講師
	演習	大	パーソナリティに関する文献講読	{ 隠岐 講師
	演習	大共	産業心理学の諸問題(外国雑誌講読)	{ 尾木 講師
	演習	大共	学習と発達に関する文献講読	{ 正木 助教
	演習		Geck, L. H. Ad. : Sozialpsychologie in Deutschland ; Sozialpsychologie i mAuslande	{ 高瀬 助教
	演習	大共	臨床特殊実習	高瀬助教
	演習	大共	臨床特殊実習	正木教授
	演習	大共	臨床一般実習	倉石教授
	演習	大共	アクションリサーチ	{ 倉石 教授
	演習		教育心理学実習Ⅰ(実験)	{ 黒正 助教
	演習		教育心理学実習Ⅱ(テスト調査)	{ 高瀬 助教
	演習		統計実習	{ 宇阪 助教
	演習	大共	精神病臨床	{ 梅本 助教
		医共		村上教授
教育社会学 第1	講義		教育社会学概論	重松教授
	講義	文共	社会学概論	白井教授
	研究	大	現代社会と教育	重松教授
	研究	大共	産業社会学の諸問題	渡辺助教
	研究		学校社会学	蜂屋講師
	演習	大共	H. Freyer : Soziologie als Wirklichke itswissenschaft	重松教授
	演習		社会調査一有意差の検定法について	渡辺助教
	演習		Barber : Social Stratification	野崎講師
教育社会学 第2	講義		社会教育学概論	姫岡教授
	研究	大共	日本農村社会の構造と文化	姫岡教授

京都大学教育学部紀要Ⅵ

	研究		社会教育の諸問題	森口助教授
	研究		社会福祉学	柴田講師
	研究		映画教育	清水講師
	研究		新聞学	{藤原講師 {平井講師
	研究	大共	マス・コミュニケーションの理論	加藤講師
	研究		放送概論	横尾講師
	演習	大共	White L. A.: The Science of Culture	姫岡教授
	演習	大共	José Orega Y. Gasset: Mission of the University	森口助教授
図書館学	講義		図書館学概論	小倉助教授
	研究	大共	図書館資料の管理と運用	小倉助教授
	研究		公共図書館と地域社会 —児童図書館の問題を中心にして—	西藤講師
	研究		図書発達史	富永講師
	演習		Cook M. G. : The ewN Library Key (図書館学実習)	小倉助教授
博物館学	研究	文共	博物館学	有光教授
教育行政学	講義		教育法規概論	相良教授
	講義	法共	行政学	長浜教授
	講義	法共	行政法一部	杉村教授
	講義	法共	行政法二部	須貝教授
	講義	法共	労働法	片岡助教授
	講義	経共	経済原論一部	青山教授
	講義	経共	経済原論二部	岸本教授
	講義	経共	財政学	島教授
	研究	大	教育行政に関する諸問題	相良教授
	研究	大共	学校行政論	相良教授
	研究		学校行政学の諸問題	兵頭助教授
	研究		学校建築	中野講師
	研究		教育財政	山口講師
	演習	大共	仏書講読 Piobetta の大学行政	相良教授
	演習	大共	英書講読 Inspection の研究	兵頭助教授
	演習		独書講読 Lorenz v. Stein の教育行政学研究	兵頭助教授

※ 「大」は大学院の授業, 「大共」は大学院と学部の共通授業。

「文共, 法共, 経共, 医共」は文学部, 法学部, 経済学部, 医学部との共通授業を意味する。

編集委員 篠原陽二 片岡仁志 倉石精一  
小倉親雄 兵頭泰三  
編集員 岡本道雄 奥野茂夫 西岡忠義  
富士貴志夫 清水俊彦 嶋中達  
和田修二 住田幸次郎

---

昭和35年12月10日 印刷

昭和35年12月15日 発行

著者並 京都大学教育学部  
発行人

代表者 小川録郎

印刷所 山代印刷株式会社

代表者 山代多三郎

京都市上京区寺之内町小川西入

発行所 京都大学教育学部

京都市左京区熊野

---

# Kyoto University Research Studies in Education

VI

---

## Contents

Prefatory Note.....	<i>Y. Shinohara</i>	
Aims of Education ; centering on Dewey's Theory.....	<i>T. Ajisaka</i>	1
Intelligence and Imagination ; a Problem in Dewey's Curriculum Theory .....	<i>T. Oda</i>	18
Sources of Education for Purposes of the State in the Meiji Period .....	<i>Y. Motoyama</i>	30
Education in the Age of "Irony" .....	<i>M. Okamoto</i>	66
An Attempt to Construct SX Intelligence Test for Selecting a Man with High Intelligence ; theoretical Consideration .....	<i>S. Okuno</i>	85
Birth Control and Decline in Family Size ; an Introduction to the Study of Family Size .....	<i>T. Himeoka</i>	97
Education and Personification.....	<i>Y. Watanabe</i>	118
A Study on the Deferminant Factors of Educational Oppotunity .....	<i>K. Moriguchi</i>	128
Educational Patterns for Librarianship .....	<i>Ch. Ogura</i>	150
The Present Situation of the Compulsory Education in the Asian States and the measures for its promotion.....	<i>I. Sagara</i>	177
The Philosophical Background of the History of Education in Japan.....	<i>Y. Shitahodo</i>	196
English Abstracts .....		204
Miscellany :		
Brief History of the Faculty for the Past Decade .....	<i>Y. Shitahodo</i>	213
Chronological Table of Ten Years .....		216

---

The Faculty of Education, Kyoto University  
September, 1960