プロジェクト報告

The Past and the Future of History Education in Japan：in Particular “REKISHI-SOUGOU 歴史総合 (Integrated History)”（2022～）

Yoshitaka Nishimura[1)]

Introduction

Today I would like to tell you about the history, the present situation, issues, and the image that I have for the future about history education in Japan, to make the difference between the history education in foreign countries and Japan clear. By doing this, I would like to consider the history education in Japan not only from the Japanese standpoint but also from various standpoints. Nowadays, history education has been changing greatly worldwide. I hope history education will develop more by this symposium.

1．The Birth of “SEKAISHI 世界史”

First, I'll explain the change of the history education in the wake of the World War Ⅱ. “SEKAISHI” is translated into English as World History, but this translation is not exactly true. During World War Ⅱ, in high school there were 3 subjects, Japanese history, Western history and Eastern history. After World War Ⅱ, Japanese educational system was reformed. There have been 2 subjects, Japanese history, and “SEKAISHI”, which combines Eastern and Western histories together. Therefore, “SEKAISHI” is not exactly a world history. “SEKAISHI” is the world history except

1） Teacher of Aoyamagakuin High School, Master of Art

for Japanese, or in another word "the history of foreign countries". So I call the world history in Japan "SEKAISHI".

Since they couldn't teach Eastern and Western histories separately anymore due to the limited school hours, they suddenly created "SEKAISHI" in September 1948. And the classes started from April 1949. Since Japanese Ministry of Education had no concrete plan, teachers were confused. Before then, the Western history almost meant European history, and the Eastern history almost meant Asian history, so the mixture of both, "SEKAISHI", was a complete new idea for them. However, teachers had done their best to shape the curriculum, and "SEKAISHI" has achieved unique status as one subject.

2. The development of historical research in Japan

I believe the research of the world history in Japan stands at the high level. Specifically, Japan has a lot of scholars in every place and every era, and technical books and books about spiritual enlightenment are published frequently. 28 books of "Histories of Every Country" that are published every 20 years, more than 30 books of "Books for enlightenment", 30 books of "Survey of World History" that are published every 10 years. These things show the standard of Japanese history research. Look at the contents of "Histories of Every Country" below;

① Japan, ② Korea, ③ China, ④ Center Eurasia, ⑤ the south-east Asia Ⅰ,
⑥ the south-east Asia Ⅱ, ⑦ South Asia, ⑧ Arab, ⑨ Iran & Turkey,
⑩ Africa, ⑪ Britain, ⑫ France, ⑬ Germany, ⑭ Switzerland & Benelux,
⑮ Italy, ⑯ Spain & Portugal, ⑰ Greece, ⑱ Balkan, ⑲ Donau & Europe,
⑳ Poland & Ukraine & Baltic, ㉑ Northern Europe, ㉒ Russia, ㉓ Canada,
㉔ America, ㉕ Mexico & Center America & the Caribbean Sea,
㉖ South America, ㉗ Oceania, ㉘ Every country handbook

I believe Japan is one of the rare countries that have a great number of history scholars who can make this kind of great achievement.

3． The change of “SEKAISHI”

The large stock of history scholars in Japan has an influence to “SEKAISHI” textbooks. The following items are the textbook contents that the majority of examinees of world history exam use.

・“SHOUSETSU-SEKAISHI 詳説世界史 B” table of contents
（Yamakawa Publishing Company 山川出版社 2014）

Part Ⅰ
Chapter 1：Orient & the Mediterranean Sea World
1. Ancient Oriental World
2. Greek World
3. Roman World
Chapter 2：Ancient Civilization in Asia & Orient
1. Classical Literature Civilization in India
2. Civilizations in the South-East Asia
3. Classical Literature Civilization in China
4. Civilization in north and south America
Chapter 3：Inland Asian World & Eastern Asian World
1. Nomads & long-term resident people in Oasis
2. The north people & breakup in China
3. Formation of East Asia Area Culture

Part Ⅱ
Chapter 4：Formation & Development of Islamic World
1. Formation of Islamic World
2. Development of Islamic World
3. Islamization in India & the South-East Asia & Africa
4. Development of Islamic Culture
Chapter 5：Formation & Development of European World
1. Formation of Western European World
2. Formation of Eastern European World
3. Change of Medieval Western European World

4. Culture of Medieval Eastern Europe

Chapter 6：Inland Asian World , Formation of Eastern Asian World

1. Development of Turkey & Islam
2. Independence of Around East Asian World
3. Major Empire in Mongol

Part Ⅲ

Chapter 7：Prosperity in Each Asian Area

1. Movement in Eastern Asian World
2. The Qing dynasty and neighboring Area
3. Formation of Turkish & Iranian World
4. Prosperity of Empire Mogul

Chapter 8：Formation of Early Modern Times European World

1. Expansion of European World
2. Renaissance
3. The Reformation
4. Struggle in European Countries and Sovereignty Countries Systems

Chapter 9：Development of Early modern times European World

1. Mercantilism & Enlightenment despotism
2. Advance of European Countries
3. European Culture & Community at 17^{th} ～18^{th} Centuries

Chapter 10：Formation of modern times Europe & American World

1. The Industrial Revolution
2. Independence & Revolution of the United States of America
3. French Revolution & Napoleon

Chapter 11：Development of modern Citizen Nation in Europe and America

1. Formation of Vienna System
2. Reorganization of Europe & Birth of New Nations
3. Development of North and South America
4. Culture of 19^{th} Europe and America

Chapter 12：Development of Early modern times European World

1. Unrest of Osman Empire & Change of West Asian Area
2. Colonization of South Asia & the South-East Asia
3. The turbulent of East Asia

Part Ⅳ

Chapter 13：Imperialism & Ethnic Group Motion

1. Imperialism & Development of the great powers
2. Division of World & Conflict of Colonization of the great powers
3. Reformation of Asian Countries & Ethnic Group Motion

Chapter 14：Two World wars

1. World War I & Russian Revolution
2. Versailles System & European and American Countries
3. Ethnic group motion in Asia & Africa Area
4. World Panic & Aggression by Fascism Countries
5. World War Ⅱ

Chapter 15：the Cold War & Independence of Third World

1. Formation of after World War Ⅱ World & Independence of Asian Countries
2. Intensification of the Cold War & Economic Reconstruction in Europe & Japan
3. The rise of Third World & Compromise of the United States of America & the Soviet Union
4. Oil Crisis & Reorganization of the World Economy

Chapter 16：Current World

1. Change of Socialism World & Development of Globalization
2. Democratization in Developing Countries & Unrest of Dictatorship
3. Intensification of Conflict & Poverty
4. Various Present Civilizations

This contents show that Japanese textbooks cover the history of all over the world. On the other hand, there are some countries that only educate about the history of their own, or European history. Some people criticize that the history education about Africa and Oceania is insufficient in Japan, but I believe that this curriculum retains its balance within a time limit.

However, the high standard of the historical research does not necessarily make high school students happy. In 1952 the number of historical terms that examinees had to memorize were 1284, but in 2014 the number has increased three times more, which is 3873. "SEKAISHI YOUGOSYU 世界史用語集", the dictionary for examinees, incorporates 5600 terms. History scholars add new historical terms to textbooks to

show new results, but they rarely cut the old findings. Therefore, the number of historical terms almost never decreases but keeps growing. As a result, conscientious works of scholars make examinees unhappy.

Another problem is that textbooks have too detailed contents. Let me give you an example of British history since there are a few of you who came from UK. The names of the kings and queens in the Stewart Dynasty who examinees have to memorize are as follows;

James Ⅰ ⑦, Charles Ⅰ ⑦, Charles Ⅱ ⑦, James Ⅱ ⑦, William Ⅲ ⑦, Mary Ⅱ ⑦, Anne ④ !

⑦ means that there are 7 textbooks that contain the information among 7 "Detailed SEKAISHI" textbooks. So all "Detailed SEKAISHI" textbooks have the name of every Stewart Dynasty king and queen except for Anne ④.

In UK is there examinees who know the names of Japanese SHOUGUN 将軍 or TEN-NOU (Japanese Emperor) 天皇 ? How many students can recite all the names of Stewart Dynasty kings and queens without any trouble at all? Some people question the kind of excessively "Detailed SEKAISHI" in Japan.

4. Current history curriculum in Japan

Let's take a look at the history curricula in elementary schools and junior high schools. In elementary schools, students study about history of hometown in their 4th grade (10 years old), and about historical famous people in their 6th grade (12 years old). The class hours are only two hours per week, which I believe are not enough. However, this is the end of the mandatory Japanese history education.

The class hours are only two hours per week, which I believe are not enough. However, this is the end of the mandatory Japanese history education.

High students (16-18 years old) study "SEKAISHI A" (simple course). "SEKAISHI A" is a simplified course of "SEKAISHI B", which mostly covers the modern history. Many students choose to study "Japanese history A" as well as "SEKAISHI A", and some students choose "SEKAISHI B" and/or "Japanese B" contains pre-modern history.

It is mandatory for Japanese students to study Japanese history while they're in elementary school, junior high school and high school. On the other hand, in Germany, for example, students study ancient history in elementary school, medieval history in junior high school, and modern history in high school. Compared to this, Japanese students must study the same Japanese history 3 times, about which some people criticize. Overall, Japanese educational system has a big controversial problem.

5. New "SEKAISHI"

I have explained the change of "SEKAISHI" and the circumstance of Japanese academic world of history. Now I'll illustrate the movement of reformation in the 21st century.

a) The Problem not taking "SEKAISHI"

In 2006, a huge issue arose in "SEKAISHI". It was revealed that there were actually a large number of schools in which teachers taught other subjects entitling those as "SEKAISHI", since "SEKAISHI" was too detailed and was unpopular among high school students, even though "SEKAISHI" is a compulsory subject that students must take, "SEKAISHI" is not exactly necessary for those who don't choose "SEKAISHI" for university entrance exams, however not teaching "SEKAISHU" is against the rules, and students can't graduate if this is the case. This issue influenced 600 high schools and 80,000 high school students, and those school which weren't following the rule had to add supplementary lectures.

b) Unpopular "SEKAISHI"

Since "SEKAISHI" is too heavy and unpopular, many examinees now prefer "Japanese history" or "Geography" because they are easy. For "The Center Exam" which is the entrance exam for public universities and some private universities, 170,000 examinees chose "Japanese history", 150,000 chose "Geography", but only 88,000 chose "SEKAISHI". "SEKAISHI" examinees are now decreasing. "SEKAISHI" has become an unpopular subject.

c) Foundation of "REKISHI-SOUGOU (Integrated History) 歴史総合"

The Science Council of Japan日本学術会議, the organization of the Japanese cabinet, suggested the improvement[2] of history curriculum after this issue arose. The improvements are as follows;

First, decreasing the burden on examinees by decreasing the excessive amount of historical terms.

Second, abolishing "Japanese History" and "SEKAISHI" and creating new subject called "REKISHI-SOUGOU", to clarify the relationship between modern Japan and the world to adjust to the globalization of the world.

Third, adopting "active learning" from the Western countries, which is the discussion- and presentation-based education system, to prevent one-way teaching. Selecting only important terms is a hard task to do. Everyone knows that it is essential not to memorize the terms but to think about the historical events on their own.

However, choosing which terms to leave and cut is up to each historical view. Some people may think Russian Revolution is the only one that's necessary for Russian history, while others may think "Russian Revolution", one chooses "Russian Revolution" and "February Revolution", "October Revolution" are all crucial. This example might be too extreme, but selecting vital terms is an extremely difficult thing to do. Discussion is going on in The Association for High School-University Collaboration in History Education 高大連携歴史教育研究会[3] which was established in 2015, but the progress has not made yet due to the differences of opinions. The suggestion is to be made within this year or a year after.

Another issue of this improvement is how to create rich-content history textbooks that can make students think on their own, which is extremely difficult as well. I have worked at a publishing company as an editor of the textbook which is going to be used from 2022, but I'm not confident in my work yet. I would like to make a book like "French & Germany common-textbook of history", which contains simple comments and a lot of historical materials and pictures to raise student's ability to

2) http://www.scj.go.jp/ja/info/kohyo/pdf/kohyo-21-t130-2.pdf

3) http://www.kodairen.u-ryukyu.ac.jp/

think. However, there are some restrictions of the textbook pages and the price, which make it harder to create a good new textbook.

The Ministry of Education will announce new “Guidelines for the Course of Study” including “REKISHI-SOUGOU” in this December. The Ministry of Education organized the working group to make “Guidelines for the Course of Study” in 2015. Further information is available on the website. According to this guideline, 7 concrete plans have been made at The Association for High School-University Collaboration in History Education. I myself proposed some plans at the symposium by the Science Council of Japan and the Japan History Association as well. Specifically, I’ve suggested some detailed class plans, which I have only two as of right now.

I’ll introduce my plan below to clarify the difference between previous history education. In “SEKAISHI” there is “modernization in Europe” chapter which includes the formation of assembly in England, Glorious Revolution, Bill of Rights, Republic in French, Unification of Germany and Italy, Serfs release in Russia. In Japanese history there is “modernization in Japan” which includes establishment of Constitution and assembly. Each subject comes apart. In “REKISHI-SOUGOU”, I suggest to teach students about the relationships between Japan and the world, by asking some questions like “why did Japanese politicians go to Berlin or Vienna, not France, Italy, Russia or China?”.

“Active Learning” is a word which Japanese educators often use recently. I believe Japanese teachers have to change from “chalk and talk” to “thought and discussion”. This curriculum aims to let students think on their feet by discussing in a group, without teachers’ one-sided explanations.

d）“NIHONSHI-TANKYU（Investigation of Japanese History）日本史探究” and “SEKAISHI-TANKYU（Investigation of World History）世界史探究”

The Ministry of Education is going to establish “NIHONSHI-TANKYU” and “SEKAISHI-TANKYU” instead of “Japanese history 日本史” and “SEKAISHI”. In “Japanese history” and “SEKAISHI”, most history teachers teach terms for entrance exams every one or two minutes, while students memorize the terms automatically. With this type of education, students might be able to train ability of memory but cannot get ability to think deeply.

"NIHONSHI-TANKYU" and "SEKAISHI-TANKYU" are the subjects to change the traditional Japanese history education, just like "REKISHI-SOUGOU" which can raise the ability to think. However, there will be only 3 hours of classes per week under this suggested curriculum, whereas there were 4 hours of classes per week under the traditional one. Therefore, this time limitation is an issue to consider. Moreover, there's no concrete class plan about "NIHONSHI-TANKYU" and "SEKAISHI-TANKYU", while there are some plans for "REKISHI-SOUGOU". It is essential to figure out how to establish the curriculum to cultivate the thinking process of students.

e) The connection between "REKISHI-SOUGOU" and "NIHONSHI-TANKYU" "SEKAISHI-TANKYU"

"REKISHI-SOUGOU" is a subject to study modern world and Japanese histories, "NIHONSHI-TANKYU" is a subject to study whole Japanese history, and "SEKAISHI-TANKYU" is a subject to study whole world history, which means that all three subjects cover modern history. How should we deal with these overlap ?

The Ministry of Education and professionals about history education seldom explains clearly. In my opinion, "REKISHI-SOUGOU" is a subject which understands the history with the knowledge of modern history, while "NIHONSHI-TAKKYU" and "SEKAISHI-TANKYU" are subjects which understand the history with the knowledge of both modern and pre-modern history.

For example, in Japanese history, TEN-NOU research is one of the important studies. In "REKISHI-SOUGOU" students will investigate TEN-NOU and compare between with the situation in other countries. In "NIHONSHI-TANKYU", students will investigate it using the knowledge of both modern and pre-modern histories. "SEKAISHI-TANKYU" is a subject to investigate the same thing using all knowledge of worldwide pre-modern history.

Summary

From my perspective, Japanese history education is now in the second reformation period after the first one which occurred right after World War Ⅱ. Japanese history

teachers should have an interest about the reformation of history education in foreign countries as well, to figure out the best way to educate their students. I hope this symposium was the great step for the Japanese history education.

【acknowledgement】

The author would like to thank Ms YUI SAKAI, student of School of International Politics, Economics and Communication, Aoyamagakuin University, Japan, for helping me out with the English translation.

【Bibliography】

鳥山孟郎・松本通孝編『歴史的思考力を伸ばす授業づくり』（青木書店 2012年）
西村嘉高「青山学院高等部の『現代史』の歴史と今後の展望」（『青山学院高等部研究報告』第37号 2016年）
西村嘉高「歴史教育・歴史教科の問題」（『月刊憲法運動』第450号 憲法会議 2016年）
西村嘉高「『歴史総合』のカリキュラム詳細案」（『青山学院高等部研究報告』第38号 2017年）
西村嘉高「『歴史総合』のカリキュラム案」（『日本歴史学協会年報』第32号 2017年）
西村嘉高「新しい高校学習指導要領をめぐって―『歴史総合』を中心に―」（『歴史学研究』第979号 2019年 1 月）
桃木至朗『わかる歴史 面白い歴史 役に立つ歴史－歴史学と歴史教育の再生をめざして』（大阪大学出版会 2009年）
米山宏史『未来を切り拓く世界史教育の探求』（花伝社 2016年）