Facts and Prospects Of Moral Education at University In Japan

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Abstract
Introducing educational system in Japan, the system and the curriculum in university were discussed. The topics in classes were listed up and some of instruction process in my university and my classes were introduced from the perspective of moral education in Japan. The themes of staffs as instructors were discussed for moral education at universities in Japan.

Before I discuss my theme, facts and prospects of the moral education at universities in Japan, I would like to introduce briefly the university system in education system in Japan.

University System in Educational System
The fundamentals of education system were established by the School Educational Law in 1947. Fig 1 shows the education system in Japan.

After compulsory education, nine years from six to fifteen year old, students choose educational or vocational career. There are senior high school, technical college, special training college, miscellaneous school and work place. For high school, students study for three years. But since fiscal 1998, second and third year high school students have been able to enter college without graduation from high school. For senior technical college, students study for five years. For special training college and miscellaneous school, there varies for graduation.

The percentage of students who went to senior high schools exceeded fifty percent in 1954 and continued increasing. In recent years, the percentage has leveled off at about 95.9% for both male and female students (1998).

After graduation of senior high school, students choose educational or vocational career. There are university, junior college, special training college, miscellaneous school and work place. All national and public universities and some of faculties of private universities and junior high colleges require students to take national test for entrance examination, Center Test, in January. The duration of schooling depends on specialization. For medicine and dental medicine, it requires two years more than for other fields. Since September 1989, it has been possible for juniors at university to enter a graduate school without graduation from the university.

The percentage of students who went to university have continued increasing, from 8.2% (13.7% for male and 2.5% for female, 1960) to 36.4% (44.9% for male and 27.5% for female, 1998). The percentage of students who went to junior college have also continued increasing, from 2.1% (1.2% for male and 3.0% for female, 1960) to 11.8% (2.2% for male and 21.9% for female, 1998).

After graduation of university, students choose educational or vocational career. The
percentage who went to graduate school have also increasing, from 4.2%( 4.7% for male and 1.9% for female,1960) to 9.0% ( 11.0.% for male and 5.6% for female,1998).

All universities and junior colleges were authorized by the Ministry of Education, Science, Sports and Culture. There are 1192 universities and junior colleges. They are national, public and private foundation. They are almost private, 73.5% ( 444 of 604 universities,1998 ) and 85.5%( 503 of 588 junior colleges,1998) . The percentage of students in private universities are 73.2% ( 1,954,762 of 2,668,089,1998 ) and that in private junior colleges are 92.1%( 383,923 of 416,825,1998 ).

![Organization of the School System in Japan](image)

**Fig 1. Education System in Japan**

**Curriculum In University**

The curriculum, units for graduation, staffs for departments and faculties and others are determined by the Law of Standard for University and authorized by the Ministry of Education, Science, Sports and Culture.

The number of units required for graduation is 124 units. The count an unit depends on style of lecture. Fundamentally two unit is one hour ( lesson hour, 45minutes) a week in a semester and one units is one hour a week in a semester for language education, the seminar and the experiment. However the count of unit varies in faculties and universities.

For national licenses, for example teaching in elementary, secondary schools, social worker, librarian, they need extra units.

Units of general culture course and major compose the units for graduation. A minimum thirty six units for general culture course ( general education ) is required.
Amount of unit for general culture course is determined by the faculty committee of each university. The general culture course was required previously two years but now it is distributed in four years.

Subjects of the general culture include subjects on human sciences, social sciences and natural science, foreign languages and physical science.

Students enter their major after and beside general culture course, which is determined by each universities. If campuses are separated geographically, students must finish the course. Major field of study is determined by the entrance examination. Change of department or faculty could be possible on capacity and their ability.

Fig 3 shows the percentage distribution of students by major fields of study (The Ministry of Education, Science, Sports and Culture, White paper, 2001).

Fig 2 Percentage Distribution of University Students by Major Fields of Study

Facts in Education in Morality in Japan

There is no formal instructions in universities and junior colleges as in compulsory schools. In some private universities founded by religious sects require student to attend religious ceremonies or classes.

Definitions of morality are diverse. My definition is that morality is the personality to contribute to self's and others' welfare. Self and others are not separate but interactive collaborate entity. So moral education could be education for morality.

Although moral education in universities is not formal, lectures select directly and indirectly moral topics. The investigation on moral topics lectured in Japanese universities is very hard, so I mention only those in my university and try to list up those topics from the syllabuses of lectures. My university has four faculties, Economic and Business, Humanities and International Studies, Science and School of Medicine It also has junior college for nursing.

General culture course:
Introduction to philosophy, pedagogy, psychology, sociology, economy, social science, natural science and medicine and other.
Economic and Business:

Introductory seminar to economic and business, Fiscal deficit, Reviewing public works projects, Free trade agreement, Financial groups, realignment of insurance businesses, Sogo's bankruptcy, Snow brand milk products’ tainted milk, Consumer Contract Law, Revolution in information technology, Non-regular full-time employers, Part-time workers, Problems and care of homeless, Foreign workers settling in Japan, Unemployed, Moral economy, Accounting, Genocide and others.

Example: Jusen Law

A package of six bills to liquidate moribund jusen or housing loan companies, including a grant of 685 billion yen in taxpayers’ money, was put into law without amendment on June 18, 1996, one day before the close of the 13th regular Diet session. During the 150-day session, the government and the ruling coalition make a number of promises in connection with the set up to take over trillions of yen in uncollectible loans held by the seven jusen companies in an attempt to help refund the 685 billion yen from the national coffers.

The government, however, failed to respond to the public outcry over why taxpayers’ money has to be spent on the scheme in the first place and how that particular figure was derived at.

Science:

Introductory seminar to science, Post genome, International space station studies, Genetically modified food, Dioxin, No-organic or organic substance, Endocrine disrupters, Biotechnology and others.

Humanities and International cultural studies:

Introductory seminar to humanities and international culture studies, Fake stone age tools, National museums becoming independent of the central government, Human rights, Discrimination, Japan-Russia peace treaty negotiation, Japan-North Korea normalization negotiation, Japan-U.S. security treaty, Defense strategy in Japan, Research Commission on Constitution, Election system, New government ministries and agencies, Plan to reform the judicial system, Official development assistance and national interests, Revision of juvenile law, String of crimes by minors, Bribery cases involving government officials, Police reform, Law of proscribing stalking and assisting victims, Leakage of Defense Agency information, High-tech crimes, Trials involving Aum Shinrikyou members, AIDS cases caused by HIV-tainted blood products, The nuclear nonproliferation treaty, Privacy protection law, Nuclear development policy, Restriction on diesel emissions, Recycling-oriented society, Nursing care insurance, Education Reform, New curriculum guidelines and decline of academic standards, School refusal, Suspended from school, Universalization of higher education, National universities as an independent administrative agency, Media literacy, Cyber terrorism, Ethical development, Education, Clinical psychology, Philosophy, Ethics, Social welfare and others.

Example: Former Sex Slave

Four Filipino women, who were forced into sex slavery for Japanese troops during World War II, accepted atonement money and a letter of apology from Prime Minister Ryutaro Hashimoto, but hundreds of others in Philippines and elsewhere in Asia have denounced the move as fraud.

The government-orchestrated Asian Women’s Fund, set up in 1995 to solicit private
donations, paid 2 million yen to each of four women who have been identified as so-called comfort women. But scores of other ex-sex slaves in Manila have shunned the fund, saying it is a scheme by the Japanese government to confuse the issue, and so have Koreans and Taiwanese as well as some Dutch enslaved in Indonesia.

**Medicine:**
Introductory seminar to medicine, Diagnosis of death, Regeneration medicine, Medical accidents, Cancer prepressing gene, Emerging infectious diseases, Food-poisoning cases, Organ plantation and Law, Hippocratic oath, Duties of physician. Biotechnology, Informed concept, Suicides by middle-aged and elderly people. Social support and others.

**Example HIV Scandal**
Tokyo prosecutors on Sept,18,1996 indicted Takesi Abe, an 80-year-old authority on hemophilia and former vice president of a private university, on suspicious of professional negligence resulting in the death of hemophiliacs infected with HIV through tainted blood product distributed in the 1980s. Osaka prosecutors also arrested the incumbent and two former presidents of the pharmaceuticals firm on charges related to Abe's. A former division chief of the Health and Welfare ministry's Pharmaceutical Affair Bureau was also questioned by Tokyo prosecutors in connection with the case. Nearly 2,000 hemophiliacs were reported to have been infected with HIV through tainted blood products and more than 400 of them have died. The prosecutors suspected the medical experts and drug maker executives had known there had been a risk of contracting HIV through the use of the imported unheated blood products.

The topics could be categorized into three; on human, human in society and indirectly related to human.

As instruction plans of these topics are not disclosed I could not follow how these topics were instructed in classes. However texts, list of references and further readings are disclosed in the guide for each lecture. Exceptions are classes of the University of the Air. Contents and instructions of classes could be viewed by television and listened by the radio.

I would show the instruction plan for my classes. I have a class of introduction to pedagogy for general culture course and a class of personality development (I have another classes for the undergraduate and the graduate level besides them.)

The former runs in two semesters and the latter in one semester.

These course plans are as follows.

**The instruction plan for the class of introduction to pedagogy.**

**General objectives:**
To understand theories of pedagogy, analysis problems related to educational enterprises and cope with them.

**Topic:**
The role of higher education.

**Aim:**
To consider the role of higher education and recognize meaning for students' selves, now and then, and for society.

Two ninety minutes lecture.

The first hour: To understand the history of university

- Introduction phase:
Watching TV program on “Popularization of university” produced by the University of the Air.

- Discussion phase:
  Discussing aims of establishment of university and changes of universities.

The second hour: To understand the current role of university.

- Introduction phase:
  Reviewing the previous lesson.

- Discussion phase:
  Discussing changes of role of university.
  Discussing the factors that had changed it.
  Discussing what and how staffs, students and the government should do for future university.

- Conclusion
  Concluding how university could contribute to and collaborate with society in Japan and world in future.

This topic is followed Education and Occupation, Education in family, Education for human rights and other.

The instruction plan for the class of the personality development.

General objectives: To understand personality development and assess personality development in general and personality development of students in particular.

Topic: Ethical development

Aim: To understand ethical development and recognize students as growing and how they could achieve the mature personality in life.

This topic runs two ninety minutes lecture.

The first hour: To understand development of ethical personality

- Introduction phase:
  Reviewing history of ethics.

- Discussion phase:
  Discussing definitions of ethics in the history.
  Discussing how the particular act could be explained by schools of ethics.
  Discussing development of ethical personality

- Home work phase: Reading the article by Snarey, J. ”Ego Development and Interpersonal Development in Youth Adulthood” in Westenberg, P. M., Blasi, A. and Cohn, L.D.(Eds), Personality Development. Suggesting further reading of Erikson, E. “Childhood and society”(1950) either in English or in Japanese. Collection of friends’ data of DIT( Defining Issue Test) and WUSCT(Washington University Sentence Completion Test of Ego Development) with brief instruction.

The second hour: To assess the development of ethical personality and have students
understand themselves in developmental path.

- **Introduction phase:**
  - Reviewing previous lessons.
  - Reviewing contents of assigned article.
  - Introducing methods of assessment of moral, ethical development.

- **Works and Discussion phase:**
  - Using and assessing DIT and WUSCT.
  - Comparing data based on both tests.

- **Conclusions:**
  Having students recognize they are developing and have a business to develop toward and contribute to the ideal where both self’s and others’ welfare could be accomplished.

This topic is one of those topics as psychoanalytic, behavioristic, cognitive, sociobiological and evolutionary and other theories of personality.

The another aspect to be considered is moral lives of students in campus. As students have run for the entrance examination to universities, half of whom had started by fourth grade, most of them are burn out, lose their tentative and ultimate goal for their lives. Sections of educational affair, student and counseling are responsible for the problem in them and support, advise and consult them. For loosing meaning of university, peer mentor system are introduced, beside counseling by the professional.

Absence of lecture is also moral problem. Absence is caused by many factors, for examples, dull and worthless or difficult lectures and topics, no time to attend for part-time job and double schooling.

Dull lectures could be solved by staffs’ effort to make topics meaningful to students and society and to improve instruction styles.

University students’ living costs are very expensive. Table 1 shows the average of school and living expenses of students in daytime departments (Ministry of Education, Science, Sports and Culture, 1999). Sending money of parents for their son or daughter also limits parents’ life. The rate of it in their father’s wage or salary (432,3000 En a month for 50-54 year old employee) is about 22 %. So parents expect them to achieve their goal and dream of them. Students must work about thirty three hours a month (the average wage an hour is 800 En for a waiter).

<table>
<thead>
<tr>
<th>Income</th>
<th>National</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Home</td>
<td>1671</td>
<td>1595</td>
<td>2171</td>
</tr>
<tr>
<td>Scholarships</td>
<td>1173</td>
<td>1078</td>
<td>160</td>
</tr>
<tr>
<td>Part-time jobs</td>
<td>150</td>
<td>137</td>
<td>142</td>
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<tr>
<td>Full-time jobs</td>
<td>332</td>
<td>369</td>
<td>379</td>
</tr>
<tr>
<td>Expenditure</td>
<td>1543</td>
<td>1463</td>
<td>2050</td>
</tr>
<tr>
<td>Tuition</td>
<td>417</td>
<td>431</td>
<td>810</td>
</tr>
</tbody>
</table>
Limited time produce students not to study hard because they get more for living and it could be resolved by financial aids.

Another problem is the double schooling. Companies require applicants and students to have qualifications which are not qualified in regular university course, for example, information processing and travel agent, accounting and others. So students must go to special training school.

Cheating is also moral problem. These problems are treated by section of educational affairs and judged by the committee of educational affair.

Moral problems between the student and the staff, for examples sexual harassment and poor instruction or guidance of staffs, are resolved by the special committee of the council.

**Prospects in Education in Morality in Japan**

Japanese society has many moral problems unresolved. Proposals to solve some of them had been proposed by staffs of university, however almost of them have been neglected for some of them were unrealistic and hard to implement them in real society.

Japanese universities had been called an ivory tower where every things were isolated from society or community and moral issues were never discussed. However roles of universities have been discussed intensively by the government and society and from within universities (Kaigo and Terasaki, 1972). The government claimed that universities are lack of productivities of universities and that they did not meet the desires of the people and fit to divert abilities of students. The government proposed the privation of national universities, an independent administrative agency. The society discussed the accountability of universities as for public compulsory schools and higher middle schools.

Under these circumstances, the relation between universities and the society should be considered. The role and task of university is to find the truth and moral ideal in society and propose to reconstruct society. Although contents of instruction may be constructed by staffs and the committee of curriculum, they would reflect mainly the attitude of the staff as a researcher. The employment and promotion systems for university generally emphasizes the ability to research, not to instruct. The latter has been emphasized by the Ministry of Education, Science, Sports and Culture, however it is recognized as separated from the former. The instruction, I believe, should be research-based. Teaching is to show what and how the instructor involves his themes. It is important to consider how the instructor or the staff involves his/her themes. Indeed, in many languages “the word for ‘teach’ is the same as the word for ‘show’ and the synonymity is literal” (Bandura and Walters, 1963. Reichard, 1938)
Staffs as a instructor must choose their themes in their career. Themes are often
given by mentors or derived from efforts of researchers’ reviewing previous researches in
specific and related domains. The former come often from mentor’s effort as in the latter
case and from the theme sponsored and founded by some groups.

Second aspect of themes is whether they are valued or not. The value in the sense is
what it might contribute to self and other’s welfare. At first phase of research,
instructors as researcher engage in finding the truth or new substances in science. Then
they should investigate falsifiability, the value and meaning of them to others by fair
discourse.

Third aspect of themes is whether they are based on professional community or
society. As I mentioned earlier, the goal of university to find the truth, so professional
community should try to achieve it with hard works. On the process, staffs consider
often meaning of theme for society, society where both self and other’s welfare are
achieved fully. However theme have often determined unilaterally and get foundation
for researches by other than universities. HIV scandal that the professor of an
university continued to inject hemophiliacs blood projects tainted with HIV and received
foundation from drug makers is one of example of unilateral relation between the
university and the company (Ohnishi,1998). I do not reject the relation between
universities and societies, but I argue there should be collaborative as “ Higher
Education in the Twenty-First Century” adopted by the World Conference on Higher
Education (1998) said. It requires universities strengthen co-operation with the world
or work and analyzing and anticipating needs. The co-operation requires each
institutions autonomies to consider and create the welfare of the people, society and
world not to oppress others and to force views, opinions or policies to others.

As universities in Japan have not formal moral education, staffs should always
spontaneously and autonomously keep considering their themes and instructions from
moral perspectives, what they could contribute to promotion and development both self
and other’s welfare. This belief could solve the crisis in world as well as Japan.

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