

The Role of Arinori Mori in the Establishment of Kindergarten Education in Japan

Zhen Wang^{1, a}, Junyi Gu^{2, b}

¹School of Business, Guangdong University of Foreign Studies, Guangzhou, 510630, China

²School of Foreign Languages, Nanjing Normal University Zhongbei College, Zhenjiang, 212300, China

^azann2018@gdufs.edu.cn, ^bgujunyisky@163.com

Keywords: Kindergarten Education, Arinori Mori, Japan

Abstract: Arinori Mori was a famous thinker and educator in Meiji period in Japan, and played an important role in the establishment of Japanese kindergarten. This paper introduces Arinori Mori's experience of investigating the development of kindergarten education in the United States, and explains Arinori Mori's outstanding contributions to kindergarten education in Japan in introducing the concept of free education, providing valuable books, and creating practical programs.

1. Introduction

Arinori Mori was appointed as an ambassador to the United States in October 1870. When dealing with the complicated foreign affairs, he also paid attention to the cause of education in Japan. In two periods in the United States, Arinori Mori investigated the early childhood education in the United States from two different perspectives- foreign students' and officials'. In the process, his experience provided a reference for the establishment of Japanese kindergarten. Therefore, Arinori Mori has played an important role in early childhood education in Japan, especially the establishment of kindergarten.

2. Arinori Mori and the Development of Kindergarten Education in America When he was in United States

Arinori Mori, born in 1847 in Samofan, Kagoshima, Japan, a junior samurai family, had received the education of Confucianism and Westernization. In 1865, Arinori Mori was ordered by the government to study in England, and then moved to the United States, which was Arinori Mori's first life in the United States. The first experience of studying abroad made Arinori Mori show a special reference to the democratic politics and the spirit of education in the United States. In 1868, the Meiji Restoration broke out in Japan. Arinori Mori returned home and was reused by the government for his excellent talent and rich experience. In 1870, he served as an envoy to the United States and returned to the United States. He also served as the supervisor of Japanese students studying in the United States [1]. These identities provided great convenience for Arinori Mori's investigation of American culture and education, especially education in kindergarten, during his stay in the United States.

As Japan's first long-term diplomat, Arinori Mori's stay in the United States coincided with a very special period in the history of American kindergarten, when the pioneering American kindergarten education began to spread to the whole country [2]. As people gradually became aware of the function of kindergartens, government publications began to publicize kindergartens widely, creating special journals to publish comments of celebrities on kindergartens. Among them, the representative journal and writer are "Kindergarten Information" and "J.Kraus" respectively. *Kindergarten Information* was founded in May 1873, and was abandoned in September 1875. It was published by E. Peabody (American Kindergarten Popular Movement Center), who issued it on its own. The magazine has set up "Kindergarten Intelligence" column since its first issue, dedicated to the publication of Mrs. M.-Bulow and other domestic and foreign kindergarten leaders' letters, which

played an active role in promoting the status and progress of kindergartens in infancy at home and abroad [3].

J.Kraus was a well-known kindergarten education expert at that time, and was a writer to the "Kindergarten Intelligence" column. He, who used to work for the United States department of education, gave kindergarten development a lot of enlightening guidance. He founded the Kindergarten Teaching Institute and Moral Kindergarten in New York with his wife, a fellow kindergarten educator, in 1873, as a representative of the kindergarten leaders in the United States. At the same time, the horn of kindergarten's transformation sounded in the United States. Kindergarten should be introduced as a part of the school education and the establishment of public kindergartens had been required. Arinori Mori got enlightenment from the United States kindergarten education by chance when it was in a good development of the environment, and then explore and obtained experience.

3. The Process of Exploring and Creating a Kindergarten Education by Arinori Mori in Japan

Arinori Mori had close contacts with the U. S. Department of Education and had access to relevant publications and books. Through the education department's platform, Arinori Mori were able to get to know some of the representatives of the American kindergarten popularization movement such as Peabody and got the first-hand precious information and opinions about the kindergarten education in the United States. At the same time, Arinori Mori also regularly bought *Kindergarten Information* magazine and learned a lot of valuable knowledge. Arinori Mori's high concern for education had been recognized and praised by many people in the United States, and Arinori Mori was particularly eager to learn knowledge and extremely passionate about what's relevant to education. He was the first to investigate kindergarten, which made the Americans admired [4].

Arinori Mori visited and participated in kindergarten education activities in the United States, which laid a foundation for him to explore the way of American kindergarten. Among them, the most important things were visiting Washington kindergartens, attending Boston dinner parties and the National Association of Education Conference. At the end of 1871, the Japanese government sent a delegation Iwakura Mission to the United States, and Arinori Mori, as an ambassador to the United States, received and accompanied the delegation's visit. At that time, there were two kindergartens in Washington. Arinori Mori and others inspected the "moral kindergarten" founded by Emmat which was close to the Japanese embassy. According to Mawedel, education should not end in kindergartens, but started in kindergartens. Kindergartens need to be set up to accommodate children aged 3 to 12, and kindergartens are an affiliated part of their schools. The head of education in the mission didn't seem to be interested in Marvel's school, but Arinori Mori was not. "Arinori Mori directly exchanged views with the kindergarten sports fighter pibold and so on, visited the school in Mawedel near the Office Embassy on the spot, and was full of concern for kindergarten education, and had his own understanding," [5].

On August 2, 1872, the Boston chamber of Commerce and industry held a grand dinner welcome ceremony for the Iwakura delegation. At this dinner, Japan and the United States exchanged many views on education. Arinori Mori and Ralph emeron had more than two hours of talks. Emerson was deeply moved by Arinori Mori's enthusiasm for education. He also introduced William T. hairs, the advocatorsof American kindergarten as a part of public primary school. Not long later, the 12th American Educational Association conference was held in Boston. At the meeting of the primary education department of the conference, "the application of flubberianism to American education system" and other papers were published, which made Arinori Mori have a deeper understanding of American education system. Then, Arinori Mori and Professor William dwihg of Yale University launched a series of discussions on kindergarten education. As a result of the discussion, he visited the music teaching course in New Haven's colleges and universities. "The students sang the tunes they first saw on the blackboard, as well as some songs they had learned. With the piano playing, the students sang harmoniously. Arinori Mori is very excited. He says thank you in beautiful English.

There is no doubt that Arinori Mori is the first person in Japan to see the real situation of music teaching in school education". [6]

4. The Role and Contribution of Arinori Mori to Kindergarten Education in Japan

At the end of March 1873, Arinori Mori began to prepare for kindergarten education after returning Japan. First of all, Arinori Mori brought a batch of important documents and books back to Japan. Whitney introduced a series of English books to Arinori Mori when he returned to China, including the kindergarten (HT) written by Whitney. This book has been translated into the Japanese version of kindergarten records by Yin Xinsan, a Japanese Kindergarten educator. When Tokyo Women's normal school founded the first kindergarten in Japan, this book became an extremely important reference. The relevant books brought back by Arinori Mori filled in the gap of Japanese Kindergarten Education at that time, and had an important impact on the history of Japanese kindergarten education.

Secondly, Arinori Mori translated the published "school system" into English early in 1872 and published it in the magazine of the education department, and strongly emphasized that "the purpose of the new school law is to eliminate everyone's ignorance regardless of class and men and women". The publicity of this kind of fair and free education thought has played a positive role in promoting the development of modern education in the Meiji period. When Arinori Mori translated "kindergarten primary school" as a part of primary school in the school system, he chose "infant-school" rather than "Kindergarten", which made Hujimaro Tanaka, the head of education of Iwakura Learning Mission, who was inspecting the UK, confused the specific form of kindergarten. Therefore, the Japanese Kindergarten Education in the initial stage is also affected to some extent, showing a different new attitude.

Thirdly, Arinori Mori was very interested in the American music teaching mode. He actively introduced this model into Japanese kindergarten education, and solved the problem of teaching content. At that time, the American Time magazine commented that "the plan of the minister in the United States to set up a school in Japan is becoming more and more specific, and it will adopt two subjects, music and painting." In order to successfully carry out music education in Japan, Arinori Mori made friends with some American music industry friends and recruited them to teach in Japan. Meanwhile, Arinori Mori also let the girls sent by pioneer learn piano, hoping that they can engage in music education after they return home. On his return to Japan, Arinori Mori paid a lot of money to bring back the piano in addition to books. These teaching methods are still used in Japanese kindergartens.

Finally, after returning Japan, Arinori Mori immediately set out to establish the enlightenment academic group "Mei June Mass Organizations", published the magazine of "Mei June Mass Organizations", advocated bourgeois ideas such as democracy, freedom and civil rights, dispelled the dark cloud of Japanese conservative education at that time, and accelerated the modernization of education. In terms of kindergarten education, "Mei June Mass Organizations" has gathered many people who want to build Japanese kindergarten education like Mori Youli, including Sinzou Seki, the key figure in the establishment of Japanese kindergarten education, Masao Nakamura, the president of Tokyo Women's normal school, Hujimaro Tanaka, the Ministry of education, who submitted the proposal of setting up a kindergarten to the officials. Arinori Mori's sharing of foreign kindergarten education experience has inspired a group of people seeking for educational reform and development in the Meiji period. In 1876, the first kindergarten was officially established in the then Tokyo Women's normal school (now called Ochanomizu University).

5. Conclusion

Arinori Mori's time in the United States was at a critical stage in the development of kindergarten education in the United States. The exchange and discussion with kindergarten educators, the attendance of many conferences and the on-the-spot visits of the school provided a good channel for Arinori Mori to explore American kindergarten education and build the "cornerstone" of Japanese

kindergarten education. Arinori Mori made full use of his experience in the west, combined with the actual situation of Japan, guided many reformers to explore a path for the development of Japanese kindergarten education.

References

- [1] Shiyong Wu, Zhongyin Ren. General history of foreign educational ideas (vol.8) [M]. Changsha: Hunan Education Press, 2000.
- [2] Yosiei Koku. Travel of Finding nursery source: Arinori Mori's the second time in The USA (3) [J]. Child Education, 2010, (3): 36.37.
- [3] Miyako Oodo, Intra-studies of childish nurseries: Arinori Mori's understanding of childish nurseries [R]. Tokyo: Japan Education Parliamentary Congress Study, 1992.
- [4] Gyouji Okida. Arinori Mori's Enlightenment and education [J]. Human Literature, 1986, (143): 38.
- [5] Yosiei Koku. Travel of Finding nursery source: Arinori Mori's the second time in The USA (6) [J]. Child Education, 2010, (8): 47.
- [6] Yosiei Koku. Travel of Finding nursery source: Arinori Mori's the second time in The USA (9) [J]. Child Education, 2010, (11): 46, 47.