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## 戦間期東京市における補助学級児童の選別過程

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[題目] Title

戦間期東京市における補助学級児童の選別過程

The selection process of children who were required to enter a special class in elementary schools of Tokyo in the interwar period

[キーワード] Keywords

成績不良児, 精神薄弱児, 補助学級, 東京, 日本

Feeble-minded children, Japan, special class in Japanese elementary schools in the interwar period, Tokyo, under-performing children

[日本語要旨] Abstract in Japanese

本稿は、戦間期における東京市補助学級児童の選別過程について分析する。結論は、以下の3点である。第1に、補助学級は、当初、「成績不良児」のために設立された。第2に、「成績不良児」の選別方法は、1920年前半までは学業試験が中心であったが、1920年後半以降は知能検査がくわわった。その結果、「成績不良児」中の「精神薄弱児」の割合が上昇していった。第3に、小学校教員は、「普通児」と「精神薄弱児」を分けて教育することは双方にとって望ましいという固定観念があった。さらに、彼らは、補助学級で「精神薄弱児」の個性に応じた教育を提供できると考えていた。しかしながら、それを実現するための財源の裏づけはなかった。

[英文要旨] Abstract in English

This paper had taken an attempt to analyze the historical process of selecting children who were required to enter a special class in elementary schools located in Tokyo. The resulting analysis produced following insights: 1. The special class in elementary schools located in Tokyo was at first established for the purpose of under-performing children. 2. In the first half of 1920s, the under-performing children were selected only on the basis of their academic achievement. Nevertheless in the last half of 1920s, they were selected also on the basis of their intelligence quotient. The results indicated that many feeble-minded children were

selected as enrolled students in the special class. 3. Teachers in the special class were under the impression that the divided-education system between feeble-minded children and other similar-aged normal children brought about mutual advantages. Further, they also firmly believed that they could teach the feeble-minded children based on their individualities. However, they could not achieve this objective due to shortage of funds.