

# School Excursion and Intellectual Exchange in Meiji Era: A Case of Beginning of Kumamoto-Okinawa Relations

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School excursion is culture of school education in Japan. It is an activity of an educational institution, called school event. Almost students look forward to going to the trip because they spend time with classmates or friends and experience various things through unusual activities. School excursion has practiced all schools and varied according at different time. This study provides school excursion in Meiji era, especially surveyed Kumamoto Normal School excursion for Okinawa in 1892. There are various preceding studies about school excursion. The preceding studies deal with case study. They often pay attention that school excursion had the characteristics of military however this study focused on a different aspect of the school excursion. School excursion promoted intellectual exchange between two locals; Kumamoto and Okinawa that of young people. The school excursion was beginning of relation between Kumamoto and Okinawa in the field of education.

Before showing case of Kumamoto Normal school, the author verifies preceding research. Almost studies focused that school excursion before World War II was characterized by military training and physical exercise. Because the students walked long distance and several hours, the preceding studies described it as military and physical exercise. Military training was a part of physical education in those days. Students marched off with equipment so the preceding studies take particular note these characters which show students to be educated to understand their role and responsibilities as Japanese subjects loyal to the imperial family. I read various school trip documents which students described. It is certain that school excursion have military characteristics partly however students were fun and had a good time through the trip. I studied school excursion from different angles. Most studies have not focused on the intellectual exchange. Therefore this study focuses intellectual exchange between the young of Okinawa and Kumamoto. This exchange also shows the beginning of two

local relationships. Various studies about prewar education do not focus the two local relations so I also pay attention to two local relations, Kumamoto and Okinawa.

To begin with, I would like to explain about Kumamoto Normal School. This school was establishment for training elementary school teachers. In 1874(Meiji7) Kumamoto Temporary Normal School was established and it renamed Kumamoto Prefecture Normal School in 1876(Meiji9). There were three courses in the school; primary course was 1 year, secondary course was 2 years and a half, and advanced course is 4 years. The school's entrance qualification was over 18 years old. The school was limited by boys so it is necessary to raise women teachers. Establishment of girl's training course offered in 1877(Meiji10).

In the next place, I took up the history of Kumamoto Normal School's excursion. I verified from documents and made the table below (Table 1). Around 1884(M17), they went to rabbit hunting every year. Hunting was often taken place at school excursion in those days. It had been lasted for a while. It was similar to picnic. Three years later, 1887(M17) the school carried out school excursion twice a year. In 1888(Meiji 21), it was carried out the travel which students in all grades went around Kumamoto prefecture. The purpose of the travel, content and destination differed by each grade levels. For instance; 4<sup>th</sup> grade—for physiography research and to make a tour of elementary schools. Over 3<sup>rd</sup> grade—for agriculture research. 2<sup>nd</sup> grade—for natural history research 1<sup>st</sup> grade—for history and geography research. They prepared for the school excursion before they departed. They learned knowledge in the classroom and living lesson out of doors. It was the last school excursion inside the prefecture.

Year	Content
Around 1884(Meiji 17)	Rabbit hunting
1887(Meiji 20)	Marching for Misumi port (2 nights) in spring Going on an outing for rabbit hunting(2 nights) in autumn
1888(Meiji 21)	Travel around Kumamoto prefecture(6 nights)
1890(Meiji 23)	Tokyo to visit the third National Industrial Exhibition
1892(Meiji 25)	To Kagoshima

1893(Meiji 26)	To Nagasaki
1894(Meiji 27)	To Okinawa
After 1900(Meiji 35)	To Tokyo

Table 1: History of Kumamoto Normal School's excursion

In 1890(M23), Kumamoto Normal School went to Tokyo and visited the third National Industrial Exhibition. Many schools went to the National Industrial Exhibition all over the country. It made an enormous impact Japanese people on economy, political and so on. The trip was an unusual and particular event. The students traveled on a train. It was the new experience for most of them. From 1892 onward, they traveled Kyusyu every prefecture. In Kagoshima, the students surveyed the hot spring. In Nagasaki they moved to Amakusa by foot and traveled by steam. They climbed the Mt. Unzen-Fugen and enjoyed the hot spring. As might be expected they surveyed geological science and anthropogeography. At last, the school traveled Okinawa in 1894.

Kumamoto Normal School students arrived in Okinawa in 1894. It was the first school excursion in Okinawa. The school excursion was taken place on April 9 to 27 in 1894 (Just before the Sino-Japanese War). They moved to Misumi port in Kumamoto by foot and traveled Okinawa by steam. The member consists of 86 students (all students), 11 teachers, 2 buglers and 1 bearer. Before departing from school, the principal showed students the purpose of the trip. There were three purposes - to acquire new knowledge, to bear hardship, to build a relationship of trust with Okinawa students. They had big hopes for the travel and started out from school in the early morning.

April 9	Departs Kumamoto Normal School by steam
April 14 6:45a.m 8:00a.m	Arrives Okinawa Island Okinawa Normal School students visited Kumamoto Normal School students and guided them around Naha Ex) Naha port, Naminoue Shrine, Honkyouji-temple, Meirindou(the teaching of Confucius Ryukyu's school), elementary school and agricultural experiment station
April 15 7:50a.m	Living for Itoman with Okinawa Normal School

	0:00p.m	students by foot. Arriving at Itoman and visiting Itoman ordinary school which elementary school serve normal school students delicious tea, fish fly, meat and Awamori(strong Okinawa liquor).
	5:00p.m	Going back to Naha and invitation for a dinner hosted by Governor of Okinawa prefecture.
April 16	8:00a.m	Living for Syuri and visiting Sougenji-temple (the Mausoleum of Ryukyu clan). They visited schools (Shuri elementary school, Okinawa Junior high school and Okinawa Normal School).
	6:00p.m	A convivial party with Okinawa Junior high school students and Okinawa Normal School students.
April 18		All day free
April 19		Departs Okinawa by steam Okinawa Normal School students, Junior high school students and some public officials saw Kumamoto students off at the port
April 21		Arrives and observes Kagoshima
April 22		Departs Kagoshima
April 27		Arrives School

Table2: Travel Program

Above table (Table2) was the school's Travel Program. I found some curious features. Kumamoto students went on a tour southern main Okinawa island with Okinawa Normal school students. Kumamoto students associated with Okinawa students. Okinawa students accompanied Kumamoto students everywhere. During their stay in Okinawa, they almost spent time with Okinawa students. It was 5days. That means the intellectual exchange between Kumamoto and Okinawa students. I paid notice to the intellectual exchange. They learned each other and gave mutual help to each other from the exchange. For examples, Okinawa students guided Kumamoto students all over Naha area and taught that their history, custom, language and so on. I took up one more point which was a convivial

party. A Convivial party was held at April 16. The party was remarkable event in school excursion. Okinawa Normal School students, Okinawa junior high school students become a participant in the party. They talked their future and future on their country as leaders. They took enormous pride in their country.

Both Kumamoto and Okinawa students spent together nearly every day during school excursion. It was unusual activity. Okinawa students had little opportunity to spend other prefectures' students at that time because of the geographical distance of mainland. Therefore it provided many lesson for them. I think to be conscious of others' existences was the first step toward knowing oneself. Both Kumamoto and Okinawa students endured through they had a trouble. For example, during long-distance walking in the night, they traverse a sharp rise in the road with getting tired. They learned how to interact with other people. Their trip's goal had been reached on that point. In addition, Kumamoto students received a warm welcome. They won the regard of Okinawa people. Kumamoto students made a good figure from an educational perspective. I think it became image of Kumamoto of postwar and some Okinawa people went to Kumamoto to look for educational environment well. In 1894(Meiji 27) Fifth Higher School was established. Many Okinawa students went to the higher school. After World War II, it was after Okinawa returned to the mainland in 1968, Okinawa children (including from isolated islands and girls) went to Kumamoto to go to school. However there were 43 high schools in Okinawa in 1971 (Syowa46), some Okinawa students who thought to go to higher education went to high ranked schools in the mainland. Recently, Okinawa people thought Kumamoto is a city which puts effort into education. So that image has been formed since 1894 and school excursion started Kumamoto-Okinawa relations in the field of education. I thought this research shows a small part of image of Kumamoto from other.

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