

[特別寄稿]

*The Administrative and Educational Principles of Sugiyama Jogakuen University**

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Abstract

This paper examines the 100 year history of the Sugiyama Educational Institute from the perspective of our educational philosophy and the significance of education for females. It begins with a brief description of the development of Sugiyama Jogakuen University. The origin and significance of the educational philosophy behind our motto 'to grow' is next considered, along with its actual impact with the introduction of the common course 'On human beings' which is featured in all our departments. Moreover, drawing upon the experience of US women's colleges, it will be shown that rather than being a disadvantage, single sex institutions have important advantages by providing an education with an individualistic approach. Finally it is argued that the purpose of a Sugiyama education is to develop capable young women who are to become the leaders and managers of the future, more people-oriented society. This will be achieved by a Sugiyama Renaissance, based upon a return to our original founding philosophy for education of 'to grow'.

Key words: Grow Female education Management

1. Introduction

I would like to start with a brief background to the Sugiyama Jogakuen Education Institute. We are located in Nagoya, Japan where we educate over 8,000 students in a kindergarten, an elementary school, junior and senior high schools and a university with both undergraduate and postgraduate schools. Other than the co-educational kindergarten, all other levels are for female students only. Since the common interest we share is higher education, my talk will focus upon our university Sugiyama Jogakuen University (SJU), and its management and educational principles.

Recently in Japan we have been witnessing a rapid decline in the numbers of the main university entrance age group of 18 year-olds. From a 1992 peak of 2.05 million, the total

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has fallen to 1.41 million in 2004. This falling trend will continue down to 1.2 million in 2009. To make matters worse, Japan has been suffering from a prolonged economic recession for over 10 years, putting greater pressure on families paying for education. Finally, from April this year national universities are being incorporated as independent administering bodies leading to greater competition between universities. In this increasingly difficult environment, our policy of single sex education is often regarded as a major disadvantage. It is therefore appropriate to discuss the principles upon which our university is based, in order to answer concerns about our policies and our future.

2. The history of Sugiyama Jogakuen and its university

Our beginnings can be traced back to 1905 when the young educator, Masakazu Sugiyama and his wife, Ima established the Nagoya Women's Sewing School. At that time Japan was in the middle of the Russo-Japanese War. It was also when Japan was struggling to establish itself as a strong, prosperous nation as the world was entering the era of industrial capitalism. In terms of educational history, 1905 was when over 90 % of children were participating in compulsory education, then up to the end of elementary school. Fewer students, and particularly far fewer girls, however, were continuing onto secondary education. Japan at this time had a rigidly structured society in which males dominated females, and civil servants (males) had great power over ordinary citizens.

It was during such a period of social development that the Nagoya Women's Sewing School began with a first intake of around 90 students. The founder's passionate championing of education for girls was rewarded with steady growth and the establishment of a girls' high school in 1917, and later in 1930 a women's vocational college. A vocational college was considered to be a high level of education for females. Social values then judged that higher education for girls was unnecessary and accordingly there was not a single women's university in the country. After World War II, a sweeping reform of the Japanese higher education system encouraged the upgrading of vocational schools - along with their facilities and teachers - either to achieve university status or to quit operation. As long-time advocates of girls' higher education, we elected to become a university, and in April 1949, Sugiyama Jogakuen University became Japan's first women's university under the new system.

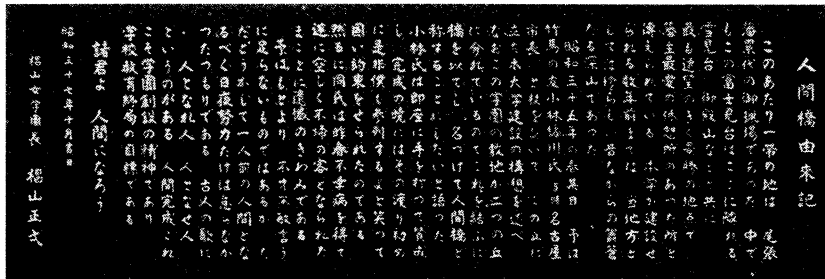
The foundation for post-war Japanese society was considered to be the family. With this in mind, SJU began with single faculty, the School of Home Economics (later to become the School of Life Studies). In 1969, we added a junior college. A second faculty, the School of Literature started soon afterwards in 1972, whilst a third, the School of Human Sciences commenced in 1987. The junior college was upgraded to 4 year faculty and was renamed the School of Culture-Information Studies in 2000. Last academic year (2003) saw the former School of Literature become the new School of Cross-cultural Studies, whilst one of the departments in the School of Life Studies was upgraded to create the new School of Modern Management.

This expansion to five faculties, along with the Masters programs in the School of Life Sciences and School of Human Sciences, and the doctorate program in School of Life Sciences reflect growing social awareness of the need for higher female education and

more active participation in society. We now have about 5500 students, making SJU one of the 5 fastest-growing universities in the country. In the 55 years since our inauguration, we have graduated more than 30,000 women who have received high praise for their achievements in industry, the public service, educational and in many other settings.

I believe there are two main reasons for our continued success and development. Firstly, we have maintained the founder's motto 'To grow'. Secondly, we have stuck firmly to our role as a single-sex institution.

3. Educational principle 'To Grow'



As I mentioned earlier, our founder Masakazu Sugiyama's guiding principle for education of 'To grow' continues to inspire our work. The term 'To grow' has many positive connotations such as: to increase or expand, to bloom or flourish, to cultivate, to nurture, to progress, to succeed and so on. They represent what we want for our students, and it is our mission to assist them 'to grow'.

It is true that we formally began as a humble sewing school, however, in addition to sewing, there were far more challenging subjects being taught including morals, Japanese, mathematics, geography, music, sports, etc. In total, this represented a well-rounded education aimed not just at learning a practical skill but also at self-development. It represented not only giving knowledge but also building character.

The founder's vision was not restricted by the limitations of that era. He envisioned providing an education that aims at total personal development. By teaching students the concept of independent learning, they master the ability to develop themselves - that is, they learn how 'to grow'.

But it is much more than just a motto. Acting upon recommendations from our General Education Study Group, the curricula in all five faculties have been revised to include a common course 'On Human Beings' taken by all undergraduates. Since 1997 it has been a mandatory subject. The aim of the course is to stimulate intellectual growth and guide the formation of correct basic attitudes toward others. With this course, we aim to provide concrete direction for students to base their own growth and development upon. Since the actual approach and content of this course varies according to the department involved, we believe that it is important to assess its educational impact. Consequently, we have started a system of student-based course evaluations for this and all other courses.

4. Female education and individuality

There are some 90 women's universities in Japan however, there has been a noticeable trend for many junior colleges to upgrade to universities, and/or change into co-educational universities. In the United States as well, where there were once over 200 women's universities, there are only about 70 remaining. Of this situation, the President of Marymount College of Fordham University, sees opportunity believing that this will actually cause the reassessment of American women's universities, and lead to their increase in number again. The success of women's university graduates such as former First Lady, Senator Hillary Clinton and former Secretary of State, Madeleine Albright must be seen as powerful evidence of the excellent education these institutions are delivering.

Although women's universities only account for less than 8% of American universities, 30% of Business Week's Corporate America Rising Women Stars graduated from women's universities. Additionally, women college graduates represent only 4% of all female graduates, but they make up 20% of US congresswomen and 36% of female board members in Fortune 1000 companies. Furthermore, the Women's College Coalition in the US reports that their member colleges have graduated twice as many Ph.D. graduates who have, on average, higher positions and higher incomes than women who graduated with doctorates from co-ed schools.⁽¹⁾

The important question to ask here is: What are the reasons for women-only universities achieving this excellent record? Away from co-ed universities where males typically act as leaders, females have no choice but to take leadership responsibilities and to develop independence. Also, without the distractions of male students, female students can flourish in a discrimination and gender-free environment in which they feel freer to express themselves and develop a sense of self-esteem.

In the supportive environment offered, stereotyped concepts such as male-only occupations and fixed female roles can be ignored and women can learn to find their own way. These characteristics are what make the continuing existence of single sex institutions important - and are why we at SJU have resisted calls to open our doors to male students.

As an economist I would also like to offer my view, even if it only applies to Japan - and I hope it does not - that the 21st century will become the era of women. With signs that our economy will recover in the near future, the demographic trends of declining birthrates and a rapidly aging society are shrinking our workforce. In future, men alone cannot support the economy. The participation of what is after all half the available population will be increasingly recognized and opportunities must be made available for women to contribute to Japan's high level of economic activity, and also to contribute internationally. There will be women needed to raise our quality of life, and to become leaders and managers.

What is the most important ability for young women living in the 21st century to possess? My opinion is that it should be management: the ability for women to lead

(1) Sinken AD(New York) Inc. "Report from New York", **Between** No. 200, Dec. 2003, p. 40.

according to their organization's goals - irrespective of whether the organization is large or small. Furthermore, by management I do not mean the usually understood sense of business administration, but a much broader sense of management that applies to leadership in companies, in local communities or the public sector, and even in international situations.

At SJU it is this broad interpretation of management that we have used as the basis of developing the innovative School of Modern Management in 2003. This development may even be regarded as an ideal method of realizing a system for futuristic women's education.

We at SJU have a role to provide these human resources with the knowledge, training and skills to enable them to fulfill their future roles. As a women's university, we are not trying to hide our students from the realities of society, or shield ourselves from the competitive market of private universities seeking students from an ever-decreasing pie. Rather, our mission is to help young women 'to grow' in the most ideal environment.

5. Conclusion: The Renaissance of Sugiyama

As an educational institution, we at Sugiyama will be celebrating our 100th anniversary in 2005. As in the past century, we expect that there will be many major social changes from now on too. I believe with great certainty that we will be seeing a shift from a materialistic, economy-first society based upon scientific and technological advances to one in which the environment, quality of life, peace and other matters of existence are paramount in a new people-first society. We will begin to ask ourselves "What are we as humans?" if we have not started asking the question already.

Standing here at the jumping-off point for our next 100 years, we have to determine a mission statement to match the new era and to welcome the new students and prepare them for the new society they must live and work in. For us at SJU it is an opportunity to create a Sugiyama Renaissance - a chance to re-examine the classical qualities we believe in, that is, the growth of young women.

---【著者略歴】---

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『現代金融入門』(中央経済社、1994年、共編著)

『モダン・エコノミクス』(成文堂、1995年、共編著)、その他