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Author	横山, 松三郎(Yokoyama, Matsusaburo) 小川, 隆(Ogawa, Takashi) 斎藤, 幸一郎(Saito, Koichiro)
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the fullest details.

So I have undertaken in this article to describe the problems in Sokô's learning by studying his interpretation of the Great Learning which he read thoroughly.

Contents: 1. Preface 2. Outline of Sokô's Attitude to learning 3. The "Great Learning" 4. Three Principles of the Great Learning.

The Meaning of Democracy to High School Students

(Abstract)

K. Saito, T. Ogawa and M. Yokoyama

Education for democracy has been the chief concern of the Japanese teacher since after the World War II. For the past seven years, teachers in the primary as well as the secondary schools throughout the country have been untiring in their endeavor to teach the principles of democracy to their pupils. The time is ripe, so it seems to us, to see to what extent they have succeeded in democratizing the young generation of Japan.

Essay type answers to a number of questions about democracy were obtained from 328 boys and girls of the Junior and Senior High Schools in Tokyo and Chiba prefecture. On the basis of these data a questionnaire of the multiple-choice type comprising three questions and sixty answers was constructed.

The questions were:

- (1) What are the good points of democracy?
- (2) What are the things you should do to promote democracy around you?
- (3) In order to realize democracy in society, what would you

do when you are grown up?

For each question 20 answers were prepared, which were equally divided into 4 groups. Each of these groups included items dealing with some aspects of (1) peace, (2) freedom, (3) equality, (4) security and (5) responsibility. The subject was asked to choose one answer from each group, which he thought best expressed the ideal of democracy, so that he made 12 choices in all. 2650 boys and girls of the secondary schools in 5 different prefectures of the Kanto district participated in this survey.

Statistical analysis of the data showed that there was hardly any regional difference in the choice of the answers to the questions. However, a great age difference was manifest: The younger students tended to choose items dealing with the denial of authority, good and bad and equality. On the other hand, the older students who chose items dealing with rights, duties and freedom were great in number as compared with those who chose the items preferred by the younger.

It was further found that with the increase in age, there was a tendency for them to select the same answers inspite of the fact that there was some sex difference.