
Abstract:
This study explores postwar educational reform in Japan from 1945 to 1952 and focuses on issues related to women's higher education. It describes the transformation of the educational system and the effect of the educational reforms of U.S. occupation forces on post-World War II Japan. The basic research design emphasizes narrative historical research supplemented by the interpretive approach. Data collection includes books, journal articles, government documents, and newspaper articles about educational policies. A description of the Japanese educational system, especially the hierarchical structure of educational administration, provides the basis for an understanding of the problem of the historical inadequacy of higher education for Japanese women. While the Ministry insisted on the importance of traditional Japanese gender roles, it went on to announce the outline of educational reforms for women in December 1945, and four women were accepted into the University of Tokyo in 1946. In the end, educational policies for women's education were directly related to policies developed for the improvement of women's rights.

This is an example of historical research in that it involves the study and analysis of data about past events and systematically examines these past events to give an account of what has happened. By using sources that are true to the time and analyzing the information, the researcher creates a picture of the past in narrative form. As the data is analyzed, questions arise that must be answered during the course of analysis and interpretation of the evidence. This research can provide important information about the impact of the past and may help to explain present events and anticipate future events.

The focus of this study is on postwar educational reform in Japan from 1945 to 1952, specifically on issues related to women's higher education, and its purpose is to describe the effect of the educational reforms of America's occupation forces on post-World War II Japan. It investigates these effects of democratic reforms on higher education for women, which led to the transformation of the Japanese education system. This provides a basis for the understanding of the problem of historical inadequacy of higher education for Japanese women and shows how these reforms have influenced women's higher education. Data collection included books, journal articles, government documents newspaper articles about educational policy, and historical documents from the National Institute for Educational Reform of Japan.