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(3)

Vocational Educ

Voc. Ed rests upon basis of analyzing the job — Do what must be done; what should be known (info. and skills) in order to do the job

DO	KNOW
At LSS level, learn the "DO" of as many different vocational fields as possible. Such information has general educational or cultural value as well as vocational value	At USS level and above, provide the "Know How" training in selected vocational fields in which the need for training has been determined and for which definite job opportunities exist.
NB Pre-vocational or exploratory level	NB. Vocational training level.

4 Sources of instructional materials other than textbooks

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(1) At LSS level, keep voc. training on a broad, general basis.

Provide exploratory experiences and give up-to-date factual information about many different occupational fields - homemaking, agric. + forestry, fishing, merchandising, building trades, heavy industry, light industry (inc. home crafts), professions (teaching, medicine, nursing, law, engineering) etc.

All useful work is honorable.

(2) Vocational Adjustment includes guidance in choosing a vocation, training in preparation for a vocation, assistance in securing and entering upon employment, and follow-up to insure progress in the vocation chosen.

Rm 236
Sgt Shannon
Dalton Grey
Hotel

Dr. N. Uehara

Wakamisa Lt

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— vocational Edu. file

Application for 10 Minutes' Address.
Requested by Mr. Shibuya 2 Dec. '49.

Vocational Education Promotion Kinki Regional Conference.

Date: 17 (Wed.) Dec. 1949. 13:00 —

Place: Osaka Chamber of Commerce and Industry.

Sponsored by Osaka Vocational Education Association.

Program:

Opening by Chairman

Addresses by:

Mr. Jennosuke Abatake, president of the Assn.

Mr. L. D. Langley, CE, Kinki CHR.

Chief of Osaka Branch, Mombusho.

Representative of Osaka Pref. School Bd.

" " Municipal " "

Message ~~by~~ from Chief-Director of Central Board of Vocational Education Promotion Assn.

Discussion:

Closure

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Persons invited:

Mr. L. D. Langley.

Pref. School Boards in Kinki Region.

Superintendents of each Prefecture and local boards.

Chief of Mombusho Osaka Branch.

Education office in Osaka Pref Gov't.

Central Board and Kinki Board of Vocational Education Promotion Association.

Universities, USS & LSS in Kinki Region.

Business Circles.

Press.

Radio.

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実業教育振興近畿地区協議会次第

大阪実業教育協会

一、日時、十二月七日(水)午後一時

一、場所、大阪商工会議所議場
(北区堂島西町一、市電堂島中町西二丁)

一、協議会順序

○挨拶

一、開会　司会者(本会理事長)

一、本会会長 小畑源之助

一、近畿民事部教育部長ランジレー氏

一、文部省大阪出張所長

一、大阪府教育委員代表

一、大阪市教育委員代表

一、実業教育振興中央会理事長(メッセージ)

○研究討議

閉会

一、案内先

一、近畿民事部教育部長

一、近畿地区各府県市教育委員

一、同　教育長同事務局

一、堺市岸和田市教育委員、教育長事務局

一、文部省大阪出張所長

一、大阪府教育室(第一学校関係)

一、実業教育振興中央会、近畿地区振興会

一、近畿地区大学、高校、中学校

一、実業界

一、新聞社、放送局

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拜啓愈々御清祥の段大慶に存じます。

扨学制改革により新制高校、新制中学共に職業教育は大いに取り入れられましたが之が徹底と充実については尚考究を要する点が多々ある様に見受けられますので此際本会主催にて左記の通り近畿地区の教育行政当局者、実業界方面並に教育者の御参集を乞い各方面の御意見を拝聴し之が振興につき研究討議を致したいと存じますので御多忙中恐縮ながら御差繰御出席下さいます様此段御依頼旁々御案内申上ます。

尚当日は近畿民事部教育部長ラングレー氏も御出席をいたゞくことになつて居ります。

記

一、日時　十二月七日（水）午後一時

一、場所　大阪商工会議所議場　大阪市北区堂島西町一（市電堂島中町西三丁）

昭和二十四年十一月二十八日

北区堂島西町一　大阪商工会議所内

大阪実業教育協会長　小畑源之助

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Voc. Ed.

Vocational education Demons. meeting

Date: 6 Dec. '49 (9:30 – 16:00)

Name of school: Sakai 2nd J. H. S.

No. of visitors: about 300 including Board committees, superintendent and consultants.

1. From 9:30 to 10:20, two demonstrations were given in two specific subjects:

① 3rd grade (Study about S. H. Ss)

Students in this class are all the candidates for Senior High schools, therefore they studied about their future schools. They prepared many charts and statistics of the various facts of the schools and one boy explained and made his report of the schools which he visited. After listening to him others made lots of questions. To me, it seemed the teacher lacked in guidance, for he didn't help the reporter at all, but only pointed out his mistakes, miswordings.

② 2nd grade (Study about various vocations)

The teacher was much better than the first one, but still he was not satisfactory.

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For he, too, bade a boy stop his report in the middle of his talk, because he stammered a little and couldn't make his explanation clear, and substituted the chairman for him. The first boy looked very much discouraged.

2. All classes unit study demonstrations from 11:10 to 12:00 were good. Students were active and interested in their studies. In one class, they were making picture frames, boiling papers and mixing them with flour. The name of the unit was 'Let us plan an Art room'. In another class, children were busy with publishing school papers, another class were discussing on students' Hand-book; one class was making up school city plan.

3. In the afternoon, from 3:00 to 4:00, all participants joined in the discussion program.

Here, I pick up some questions:

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① What measure would you take as follow-up courses?

(answer from the principal:

We have no decided plans as yet though we know it's very important.)

② I wonder whether we should give vocational guidance forming some desirable type of vocations in our minds for the future. For instance, religious or political education should not be biased, so is the vocational education, too?

(There ~~were~~ was no satisfactory answer from any participants.)

What's your opinion, Mr. Langley?

③ In the class studying Senior High schools, I think they should study some more about school expenditure, for instance tuitions, PTA fees, club dues, etc.

(I am of the same opinion with him.)

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I discovered the 3rd year's classes of this school are divided according to their future plans; such as A & C classes are for the students who are going into the world when they finish J. H. S. course. B class is taking higher technical course. C is for the students who are going to commercial course. E and F. classes are for general courses.

A teacher in charge of A class complained me ~~that~~ of this dividing system. For she said the students in her class are lowest in abilities, coming from the poorest families, while E and F. classes are organized by bright students. Very few troubles happen in these two classes. This system was suggested by some PTA members who have some controling power over school administration.

Reported by F. Iada.

霜天のみぎり益々以て御清適慶賀の至りに存じます。

扨て本校はさきに堺市教育委員会から職業科実験学校としての指定を受け、今回又大阪府堺市公共職業安定所指定校として選ばれ、全職員その責任の重大さを痛感して、殊に本年九月以降スクールシティーの構想のもとに実施したトライアウトコースの研究に日夜不断の精進を続けて参りました。幸い各位の絶大なる御援助によりまして、研究もどうやら第一段階を終らせて戴きましたので別紙要項により研究発表会を開催致し度いと存じます。

何卒職業科家庭科教官、生徒数名御参会下さいまして、新しい職業教育のため御指導と御批判を仰ぎ度く御案内申上げます

昭和二十四年十二月二十四日

堺市立第二中学校長　永井富由

Principal J. 2-1. Nagai
J.H.S.

近畿民事部
教育部長　殿

To: Education Officer, Kinki Civil Affrs. Region

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職業教育研究発表会要項

一、会場 堺市立第二中学校 Sakai 2nd J.H.S.
（南海高野線堺東驛下車西へ約三〇〇米
阪堺線妙國寺前停留場下車東南へ約二〇〇米
阪和線金岡驛下車西へ七〇〇米（堺東驛までバスの便あり））

二、期日 昭和二十四年十二月六日（火） 午前九時三十分——午後四時（晴雨不論）
Date: 6. Dec. 1949. (Tue.)

三、日程 Program:

時間	事行	
九、三〇—一〇、二〇	V.G 授業	
一〇、三〇—一一、〇〇	職業指導本校 解説 岩川教官	
一一、一〇—一二、〇〇	公開 学習 T.O.C	
一二、〇〇—一二、四〇	食事 リクレーション	
一二、四〇—三、〇〇	講演	
三、〇〇—四、〇〇	懇談会	

四、学習公開
第一時限 1st period
V.G授業 (by a Teacher)

学年	組	指導内容	指導者
二	A	職種研究	岩川昭二
三	F	進学指導	神谷弘

第二時限 2nd period
T.O.C

学年	組	大単元	単元	指導者
一	A	文	学級新聞を発行しよう	西浦良和
一	B	文	図書室を整えよう	久井恭子
一	C	工	学校附近の地図を作ろう	大植昭治
一	D	公	衛生管理をしよう	福島富子
一	E	工	学校施設の修理をしよう	信達末吉
一	F	商	学校銀行を経営しよう	吉田フサ子
一	G	農	雞舎を作り雞を飼育しよう	神谷弘
一	H	文	美術室を設けよう	博多政子
二	A	工	気象観測の設備をしよう	井谷光
二	B	農	校庭設計をやろう	波谷慧三
二	C	商	学校商店を開こう	播本義雄
二	D	農	学校園を作ろう	平通武男
三	E	文	学級新聞を発行しよう	黒見哲

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第一時限 V.G授業 *(1st period) (Lag a Teacher)*

学年	組	指導内容	指導者
二	A	職種研究	岩川昭二
三	F	進学指導	神谷弘

第二時限 T.O.C *(2nd period)*

Grade class — subject — Name of the units — Teacher

Names of the units

学年	組	大単元	単元	指導者
一	A	文	学級新聞を発行しよう	西浦良和
一	B	文	図書室を整えよう	久井恭子
一	C	工	学校附近の地図を作ろう	大植昭治
一	D	公	衛生管理をしよう	福島富子
一	E	工	学校施設の修理をしよう	信達末吉
一	F	商	学校銀行を経営しよう	吉田フサ子
一	G	農	雛舎を作り雛を飼育しよう	神谷弘
一	H	文	美術室を設けよう	博多政子
二	A	工	気象観測の設備をしよう	井谷光
二	B	農	校庭設計をやろう	澁谷瑟三
二	C	商	学校商店を開こう	播本義雄
二	D	農	学校園を作ろう	平通武男
二	E	文	学校新聞を発行しよう	黒見哲
二	F	文	学校放送を運営しよう	乾巌夫
二	G	公	サービスプランを樹て之を実行しよう	坂下祥瑞
二	H	文	学校要覧を作製しよう	松浪明男
三	A・B	工	修理部を開こう	岩川昭二
三	C・D	商	商業取引を致しましょう	家路武夫
三	E	公	スクールシティプランを樹てよう	筒井信定
三	F	文	科学室を設置しよう	小林次良

〔註〕三年女子の単元として被服（藤井担当）調理（岩野担当）を設ける。

五 講演 *(Lecture)*

subject — Belonging — Name — Time given

順	演題	所属	氏名	予定時間
一	中学校に於ける職業指導	本校々長	永井富由氏	三〇分
二	職業指導と失業問題について	大阪府職業安定課長	富田幸雄氏	三〇分
三	職業指導とテストについて	大阪府適性相談所長	加藤　氏	三〇分
四	未定	堺市教育長	早勢弥一郎氏	一五分
五	未定	大阪府教育委員	三星巧氏	一五分

六 懇談会指導 *(Discussion Sponsors)*

堺市教育委員 教育長 早勢弥一郎氏 *(1. Superintendent)*
仝 指導課長 小谷英雄氏 *(2. Chief of Tea. Consultant)*
仝 指導主事 高尾正二氏 *(3. Teacher Consultant)*
堺公共職業安定所長 永野茂稔氏 *(4. Chief of Public Labor Stabilization Office)*

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Voc Ed

SEMI-PROFESSIONAL EDUCATION IN JAPAN

A. Introduction

The United States Education Mission to Japan in its Report states:

"In order to increase the opportunities for liberal education at higher levels, it would be desirable to liberalize to a considerable extent the curricula of the preparatory schools (Koto Gakko) leading to the universities and those of the more specialized colleges (Semmon Gakko), so that a general college training would become more widely available. This would lead, on the one hand, to university study, and, on the other, to specialized training at the semi-professional level such as is provided by the Semmon Gakko, but rounded out with training of broader cultural and social significance. In addition to providing more colleges, it is proposed that more universities be established according to a considered plan."

The Education Division has given much emphasis in the past few months to insuring education of "broader cultural and social significance" at the university or daigaku level, to establishment of accreditation standards for universities, to provisions for chartering new universities, to encouragement to specialized colleges (semmon gakko) to become universities.

It has given little or no emphasis as yet, however, to the other important phase of the recommendations quoted above, looking toward similar emphasis on broadening the curricula of the semmon gakko, giving them greater dignity and and significance, increasing their number, and setting up standards for the organization of possible new institutions of this type.

It is recognized, of course, that full steam ahead cannot be expected in all directions simultaneously. It is believed, however, with the organization of the University Accreditation Association, that the time has arrived when serious attention should be given toward interpreting, encouraging, and implementing the recommendations expressed or implied in the above quotation and emphasized elsewhere as well with reference to semi-professional education. It is strongly felt that it is time now to interpret, encourage, and dignify semi-professional education within the general framework of the 6-3-3-4 system which has been adopted so that it may have its due place in the total pattern of higher education for Japan.

B. Definitions

Several general levels of vocational preparation are commonly recognized, both in Japan and the United States as well as in other countries. The following definitions have recently been ~~approved by the Education Division~~ formulated by a Japanese committee for publication in several Japanese educational magazines:

1. Profession; An occupation involving relatively long and specialized preparation on the level of higher education and governed by a special code of ethics, e.g., physician, lawyer, university professor.

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2. **Semi-profession:** An occupation requiring specialized preparation above the level required of the skilled occupations but below that required for the professions, e.g., laboratory-technician, architectural draftsman, ~~nurse.~~ Pharmacist

3. Skilled Occupation: An occupation requiring skills in a wide range of related activities, usually secured through apprenticeship or appropriate course at the new Koto Gakko level, e.g., automobile mechanic, electrician, carpenter.

4. Semi-skilled Occupation: An occupation requiring skill in a narrow range of activities, e.g., automobile driver, telephone switchboard operator, sign painter.

In general in the United States and presumably in Japan, it is rather commonly recognized that a full university course is necessary as preparation for the professions; that the secondary schools can adequately prepare for the skilled and semi-skilled occupations; but that for the semi-professional fields, from one to three years or an average of two years of work of the junior college or technical institute level are necessary and sufficient.

C. <u>Significance of Semi-Professional Fields</u>

The semi-professional occupations are widely distributed, but are found most frequently in the United States in the fields of technology, business, agriculture, public service, health, and homemaking. Unfortunately, complete data regarding the relative need for individuals trained at the professional and semi-professional levels either in the United States or Japan are not available.

In the important field of technology, however, two nationwide studies are available, thirteen years apart, which show not only the present importance of semi-professional education, but an apparent marked increase in need between the two periods. In the first study, published by the Society for the Promotion of Engineering Education in 1931, carefully collected data from many establishments showed the existence of three technological jobs for which junior college or technical training was sufficient for every one, ~~although they~~ which required a full graduate engineer.[1]

When a similar study on a nationwide basis was completed in 1944, however, for sixteen important industries the ratio was found to vary from two-to-one in the hydro-electric field to twenty-to-one in the lumbering field, with a median of seven-to-one, more than twice as great as the ratio in 1931.[2]

[1] Study of Technical Institutes: A Collateral Project to the Investigation of Engineering Education, 1931. p. 7.
[2] Vocational-Technical Training, 1944. p. 22. (Footnote continued on bottom of following page.)

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In addition to the foregoing data obtained for specific industries, a separate study was made during the summer of 1943 in the State of New Jersey of 99 industrial concerns representing a wide range of industries, with an established normal employment of 970,000 persons. This study revealed a ratio of 4.4 technicians to each professionally trained engineer.[3]

It is not unreasonable to suppose that similar ratios would be found if similar studies should be made concerning semi-professional occupations in the commercial, agricultural, health, and other fields.

D. <u>The Junior College or Technical Institute Area in the United States</u>

The junior college movement is a unique and significant development in American higher education. It is unique in its organization of a college course only two years in length and in its rapidity of development. It is significant in its popularization of collegiate education for the masses and in its adaptation to varied community needs. Total enrollment, now over 400,000 in the approximately 700 junior colleges and technical institutes of the country, has more than doubled in the past ten years.

The junior college aims to meet the varied higher educational needs of the community in which it is located. These needs include (1) preparation for advanced work in a university; (2) general education for those not planning to attend a university or similar institution; (3) specialized preparation for semi-professional occupations; and (4) appropriate courses of college grade for adults in the community.

1. Numerous studies made during the past 20 years have shown that junior college graduates who have transferred to standard colleges and universities have been adequately prepared for upper division work--that, as a rule, they have done their scholastic work as satisfactorily as students whose lower division work was taken in the university, and in many cases even more satisfactorily.

[2] The ratios for the 16 occupational fields studied are as follows:

Lumbering and Wood Processing	20.0
Shipbuilding	13.6
Pulp and Paper Manufacturing	10.3
Electrical Equipment Manufacturing	10.0
Textile Manufacturing	9.8
Telegraph and Telephone Communications Service	9.7
Rail Transportation	9.1
Metal Products Manufacturing	8.0
Iron and Steel Production	6.0
Machine Tool Manufacturing	5.5
Electric Power Production and Distribution	5.3
Petroleum and Butadiene Production	5.3
Metal Mining	5.2
Automobile Manufacturing	4.2
Industrial Chemistry	2.2
Hydro-Electric Development	2.0

[3] Ibid.

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2. Much more important, however, has been the opportunity the junior college has offered to the larger number of secondary school graduates who, because of economic or other limitations, cannot or probably should not attempt to complete a college course four years or more in length. To thousands of students who probably will finish their formal education at the sophomore level, the junior college offers two years of general education designed to develop good citizenship and broad social understanding through courses of study that emphasize breadth, unity, and comprehension.

3. The young citizen, however, should be prepared not only to live a better life but also to earn a better living than would be possible without a college education. The junior college and the technical institute have the almost unique function of preparing young people for the semi-professional fields defined above. New York State has recently approved the organization of twenty-one institutes to offer specialized work in the semi-professional fields, but with a considerable offering in general or liberal arts education as well. This function of the junior college has been greatly emphasized through national foundation financed studies and experimentation in the past decade.

4. As a local institution close to the tastes and needs of the community, the junior college also has a peculiar opportunity which it is meeting in many localities---to conduct courses of study, both technical and general, for adults. It is becoming more and more evident that education, especially for social citizenship, never can be and never should be terminated. Frequently the local junior college is particularly well equipped to meet this situation. All of its resources - plant, equipment, library, laboratories, staff, guidance service, athletic facilities - can be used to correlate and to satisfy the general cultural and recreational needs of adults who desire further study, discussion, recreation, and stimulus to intellectual growth. One junior college in a California city of 25,000 reports an enrollment of 600 regular students and 6,000 adults.

The junior college and the technical institute are designed not to supplant but to supplement the traditional American college and university. The educational needs and tastes in a country the size of the United States or even of Japan are highly varied. On the whole, the university is distinctly selective. The junior college, in many states open by law to all high school graduates, is broadly democratic.

The junior college occupies a unique position in the American educational ladder - unquestionably higher than a glorified high school, distinctly lower than the scholarly specialization of the university. Undoubtedly it is a permanent addition to American higher education. The junior college movement in the United States is a development which promises to popularize and democratize collegiate education for the masses. Can it not perhaps have the same desirable outcome in Japan?

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E. <u>The Junior College or Technical Institute Area in Japan</u>

There are some 370 institutions in Japan, the semmon gakko, usually with a three-year curricula, which appear to be essentially junior colleges or technical institutes. The various types of these institutions are indicated in part by the following table.

SUMMARY OF SEMMON GAKKO UNDER MOMBUSHO JURISDICTION
June 15, 1947
(As reported by Mombusho, School of Education Bureau)

Type	Total	Government	Public		Private	
		Men	Men	Women	Men	Women
General	106			20	25	61
Special Courses (Attached to University)	43	23	1	1	18	
Technical and Industrial	65	29	14		22	
Agricultural and Forestry	30	13	11		3	3
Economic and Commercial	23	10	2		9	2
Medical	33	7	11	6	6	3
Pharmacy	17	2	2		6	7
Veterinary	6		2		4	
Dental	5				3	2
Foreign Affairs or Languages	11	2	2		7	
Theological and Welfare	7				3	4
Fine Arts	5	1	2		1	1
Physical Training	3				1	2
Fishery	3	2			1	
Music	2	1			1	
Domestic Science	2					2
TOTALS	361	90	47	27	110	87
Under control of other Ministries	6	6				
	367	96				

<u>SUMMARIES</u>:

	Number	Per cent
Public	164	45
Private	197	55
Total	361	100

	Number	Per cent
For men	247	68
For women	114	32
Total	361	100

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Japanese educators deserve unusual credit for recognizing and meeting the need for the great and increasingly important area of semi-professional education, in some respects apparently more fully and more satisfactorily than has been done in the United States. A CI&E document recognizes that these schools "were originally established in response to definitely recognized needs. These needs still exist and new ones have arisen." (Reorganization of Education, p.2) Yet CI&E apparently has been encouraging the principle "that semmon gakko be elevated to daigaku wherever possible and as soon as possible."[4]

This policy is open to grave question for at least three reasons:

1. We will be encouraging destruction of a type of school which is already meeting a recognized need. It is the need which is very succinctly stated in the report of the United States Educational Mission to Japan when it said, "The educational system has a further responsibility in the provision of types of schools or educational institutions adapted to the ability, aptitudes, and interests of the students as they advance from a foundation in general education to specialized preparation for the manifold occupations--agricultural, industrial, commercial, domestic, and professional--of modern society."[5] It appears clear that the Commission had in mind semi-professional education in the fields named, as contrasted with "professional" education at the university level. How is it proposed to meet this need, if semmon gakko are all encouraged to become daigaku? If this should actually happen, CI&E would have done a great disservice to the cause of higher education in Japan.

2. There is danger of creating a large number of weak, inefficient daigaku, the need for which is questionable. Where will they secure competent and well-trained staff, equipment, and libraries for the necessary specialization of the upper division or senior college? Are we to repeat in Japan the mistake already made in higher education in the United States? What if all junior colleges in the United States were all advised and encouraged to become universities "wherever possible and as soon as possible"?

3. The cost is likely to prove excessive, if not prohibitive. Can Japan afford the cost of such a sudden increase in university education? True university and upper-division education, if conducted effectively, is much more expensive than lower division or junior college education, due to such factors as smaller classes, higher salaried professors, and more specialized equipment and books necessary for more advanced work. With Japan's shattered economy, it is probably going to require many years before she can satisfactorily support the nine years of compulsory education now provided for by law, but far from achieved as yet in fact. Perhaps available funds for higher education should be used largely for strengthening existing universities and the relatively few new ones that probably should be established, rather than spread over hundreds of new relatively expensive daigaku apparently contemplated.

[4] Basic Tenets of Policy Re: Higher Education, p. 3.
[5] Ibid., pp. 18-19.

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F. Reorganization of the Semmon Gakko

From a general analysis of the 361 semmon gakko listed above, it appears that (1) a few of them, particularly of the general type, might well be encouraged to become four-year liberal arts colleges; (2) some might be combined with existing institutions to form comprehensive universities; (3) some, like the medical institutions, should be elevated, or suppressed, or converted into institutions for semi-professional training in their specialized field, e.g., for training medical technicians, medical secretaries, sanitary inspectors, etc.; (4) some might become upper secondary schools of technical type; but (5) most of them should be continued as junior colleges or technical institutes with chief emphasis on appropriate terminal courses in the fields of agriculture, industry, and commerce. The Japan Yearbook indicates that 45% of the population of Japan is agricultural, 19% industrial, and 17% commercial.

This fifth-named group of semmon gakko presumably would become two-year institutions (their present first-year being replaced by the last year of the new upper secondary school), giving intensive courses in semi-professional fields including both vocational courses and general courses designed to prepare for more effective social living and good citizenship. The proportion of time given to the two types of courses might be somewhat flexible, but the plan in use at Los Angeles City College, the junior college in the United States which has had the most extensive offerings of semi-professional technical courses, has much to commend it. This plan requires 40% of a student's work to be taken in his chosen occupational field, 40% in the general or non-occupational field, and the remaining 20% in either field, according to the student's individual interests, abilities, and experience. This same formula has also been incorporated in the junior college accreditation standards of the State of Maryland.

G. Popularization of Terminal Courses

It is true, of course, that applications for the leading universities in Japan are now far in excess of acceptances, in some cases ten times as great, and this fact may be used as an argument for the need of a vast increase of university facilities. It may be questioned, however, whether present university facilities are fully utilized and whether a great proportion of the students applying for entrance can or should profit by university courses. Perhaps suitable guidance would divert many of these to terminal curricula in semmon gakko of junior college or technical institute type better suited to their needs and abilities. The situation may be illustrated by the experience of Pasadena Junior College, which introduced terminal curricula over twenty years ago. In 1926 such terminal curricula were taken by only 4% of the graduates. By 1940, however, they were taken by 72%, almost three-fourths, of the graduates.

A nationwide study in some 400 junior colleges in the United States in 1940 showed that the junior college was terminal for three-quarters of the students enrolled in them. A study of student mortality in 25 leading universities in the United States showed that only 37% of each 100 entering freshmen survived to graduation.

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Such figures and other evidence suggest that the higher educational needs of many thousands of Japanese youth may perhaps be adequately, satisfactorily, and economically met by institutions of the junior college or technical institute level. Additional popularity would be given to such courses if they were not necessarily "terminal" in character, the brighter students being permitted to transfer to the upper divisions or professional schools of the universities.

Such schools also might appeal particularly to many young women, whose early destiny is probably marriage but who could well take time for two years rather than four years of work of college level.

These schools could also act as local centers of adult education, as in the United States. In 1943-44, two-thirds of the students enrolled in junior colleges in the United States were adults in special courses.

Every prefecture in Japan now has senmon gakko (1 to 10 each, except the City of Tokyo, which has over 100). Thus they are well distributed to permit democratization of higher educational opportunity to a large proportion of the population of the country--both regular students and adults. On the other hand, daigaku are now found in only 18 of the 46 prefectures. Are they needed and can they be adequately supported in every prefecture? To what extent can their present facilities be extended?

President Truman said last year, "The extension of general education and of terminal college-grade vocational education represented by the junior colleges in this country constitutes a real contribution to democracy in education." Would it not constitute a similar contribution to the desirable democratization of higher education in Japan?

H. A Junior College Degree

Further dignity and significance is given to junior colleges, technical institutes, and lower divisions of universities in the United States by the award of a separate and distinctive degree, the associate's degree - associate in arts, associate in science, etc. This degree was first given in English universities seventy-five years ago to mark the successful completion of a two-year course of study. In the present century it has been given to more than 150,000 students in the United States, beginning with the University of Chicago in 1900. At present it is given by at least 250 junior colleges, including all of those in California, and by a considerable number of senior colleges and universities, such as the Universities of California, Nebraska, and Minnesota, and all the teachers' colleges in Connecticut. It is suggested that the conferring of a similar degree by universities, senmon gakko, and normal schools in Japan would serve to give greater dignity and significance to graduation from such institutions and would give them better standing in the eyes of the general public.

I. The Place of Normal Schools in the Total Program of Higher Education

Closely related to the preceding discussion is the place of normal schools, which the American Educational Commission recommended should be changed to four-

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year teachers' colleges. It is thought preferable, however, to discuss this matter and make appropriate recommendations in a separate report.

J. Timeliness

The immediate timeliness of the recommended new emphasis on semi-professional education is indicated by such evidence as the following:

1. The president of the newly-organized Japanese University Accreditation Association, in his inaugural remarks, stated that he expected to receive hundreds of applications from institutions for daigaku status and that this would make Japan unique among all the nations of the world "in the organization of so many universities in so short a time."

2. The head of the Universities Section of the Mombusho has stated that he expects applications for daigaku status from several hundred institutions, most of them the present senmon gakko and koto gakko.

3. The presidents of twenty-one agricultural senmon gakko at a meeting recently held in Tokyo passed a resolution stating their intentions of becoming daigaku as soon as possible.

4. The presidents and alumni of the three textile senmon gakko recently presented to CI&E a petition that they all be permitted to become daigaku as soon as possible.

5. Letters from students in various senmon gakko indicate that present students or prospective new students are being asked for voluntary (?) contributions of substantial amounts to enable the institutions to be raised to daigaku status. One public institution, for example, was reported in June to be asking such a contribution of ¥3000 from each new student. The undesirability of such a procedure in a public institution is obvious.

6. No information has been received of any senmon gakko which has expressed a wish to become an upper secondary school.

7. Mr. Hidaka, head of the Bureau of School Education of the Mombusho, has stated that if necessary the university program must wait if funds are insufficient for elementary, secondary, and higher education.

8. The Mother Superior of the Catholic Order of the Sacred Heart for the Far East (including Japan, China, Philippines, etc.) recently said to a member of the staff of CI&E: "What are you doing to our senmon gakko? What can we do to save them? The 6-3-3-4 plan is apparently not taking into consideration the very real need for a two-year college education for many girls who have not the ability, the interest, or perhaps the finances to enter upon a four-year college course."

9. A member of the Chinese delegation to the United Nations who has been visiting junior colleges in the United States thinks that the junior college as found there is one of the important answers to the higher educational needs of

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China, and is recommending that the Chinese government send a delegation to the United States to make a study of the junior college movement and to attempt to promote it in China.

10. Probably almost all, if not all, of the 361 senmon gakko in Japan have been encouraged to believe that their position is an anomoly in the general plan of reorganization contemplated. They are step-children or Cinderellas of the educational world. This is a thoroughly unhealthy situation. They should instead be brought to a realization that they occupy an important and essential place in a comprehensive and well-balanced plan of education for Japan. They should be encouraged to use all of their efforts toward improvement of their curricula, staff, and facilities at their present level instead of bending all of their energies toward becoming something else at a different level.

11. Now that the University Accreditation Association has been organized and standards for universities (even if not entirely satisfactory) have been formally adopted, CI&E can well emphasize much more than it has done in the past the appropriate place of the senmon gakko, junior college, or technical institute level of education in the Japanese educational system.

12. Just as the two-year junior college and technical institute fit in with the general plan of education in the United States (whether of the prevailing 8-4-4 type, the 6-3-3-4 type, or other numerical combinations), so the senmon gakko can fit in with the pattern of the four-year university as envisaged by the adopted 6-3-3-4 plan, admittedly modelled on one of the types found in the United States.

K. The Legal Situation

Many of the senmon gakko have been led to believe that they cannot continue to exist under the "School Education Law Bill." This would seem not to be in accordance with the facts. Article XCVIII of that Bill provides: "Schools under the former laws (the Elementary School Ordinance being excepted) which exist at the time of the enforcement of this law may continue their existence as schools under the former laws."

This would appear to give full authority for the continuation of the existing senmon gakko, although it might be interpreted as preventing the organization of new ones. If modification of the law is necessary, however, it should be made. Artificial legal restrictions should not be allowed to prevent the realization of demonstrated and recognized educational needs in the field of semi-professional education.

L. Implementation

It is recommended that the following steps be taken as rapidly as feasible:

1. Approval by CI&E Section of the plan outlined in this statement or of a suitably modified plan emphasizing the place of education at the semi-professional level in the total pattern of higher education in Japan.

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2. Presentation of the essentials of the plan as approved to the appropriate Japanese education authorities, including the Mombusho and the Japanese Educational Reform Council.

3. Systematic work with the existing semmon gakko to dignify the level of their work, to make them satisfied with that level, and to aid them to improve their work and to adapt it to the new upper secondary school below and to the new university above.

4. Consideration of the need, if any, for establishment of new semmon gakko in any of the prefectures of Japan.

5. Consideration of the need, if any, for modification or extension of necessary legislation.

6. Authorization of award of an appropriate academic degree for graduates of semmon gakko.

7. Encourage publication in Japanese professional journals of articles regarding the junior college and technical institutes in the United States and other countries.

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1. Vocational-technical training has as its objective the training of technicians for, or the upgrading of them in, occupations for which engineering school graduation is not required.

2. The jobs for which persons are prepared through vocational-technical training programs include specific technical functions concerned with testing and production, with planning and control, and with supervisory pursuits involved in operation and maintenance.

3. The preemployment curricula and supplementary courses are derived from and "geared" directly to the current needs of industry.

4. Vocational-technical curricula are organized as terminal programs rather than as programs preparatory to more advanced study leading to a college degree.

5. Vocational-technical programs are most effective when designed for persons who have found their bearings through previous or collateral experience in industry, and desire intensive preparation for their chosen work.

6. Students in vocational-technical training programs tend to be quite mature in their attitudes.

7. Admission and graduation requirements of vocational-technical institutions are usually less formal than those of high schools and colleges, and stress capacity and experience more than academic credits.

8. Vocational-technical programs take the form of supplementary training for employed workers, with unit courses, which are frequently combined into integrated curricula; the form of full-time preemployment or preproduction training; and part-time cooperative training.

9. A considerable portion of vocational-technical training, with respect to numbers of students enrolled and student hours of instruction, is found in supplementary or extension courses for employed workers, as compared with full-time preemployment training.

10. Vocational-technical training of preemployment type aims for immediate productivity on completion of the training program and for the attainment of occupational goals sooner than is usually the case with graduates of engineering schools.

11. Methods of teaching are relatively direct with a strong emphasis upon doing as distinct from book study. Ordinarily, a high proportion of the work is done during the hours of instruction. Individualized instructional material frequently provides opportunity for considerable home study and independent progress.

12. Teachers for vocational-technical classes are chosen primarily on the basis of practical experience, technical knowledge of industry, personal qualities, and ability to teach through programs of orderly experience. For

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many supplementary programs, teachers are drawn directly from industry on a part-time basis.

13. Vocational-technical training has great diversity of pattern with respect to the type of institution in which it is offered, the range and character of course content, the length of program, and admission requirements.

14. Supplementary programs vary from a single unit course of a few weeks in length to integrated curricula operating over several years on a part-time basis. Preemployment curricula are commonly 1 to 3 years in length.

15. Vocational-technical training is found at present from grade 10 through grade 14. The more commonly found position is in the upper years of this grade range.

16. The institutions now offering vocational-technical training programs include trade and industrial schools, technical high schools, technical institutes, extension divisions of engineering colleges, technical departments of junior colleges, and training departments in industrial organizations.

Society for the Promotion of Engineering Education. A Study of Technical Institutes. Lancaster, Pa., The Lancaster Press, 1931, 281 p.

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Vocat Guidance

19 August 1947

MEMORANDUM TO: Chief, Education Division

FROM : Louis Q. Moss

SUBJECT : Report on Vocational Education and Guidance Conferences at Kyoto and Osaka.

1. In accordance with paragraph 3, CP Order 72-7, dated 7 August 1947, undersigned left Tokyo for Kyoto on 12 August 1947 at 1940 and arrived at destination 13 August 1947 at 0600.

2. The morning of the day of arrival was devoted to discussion of several educational problems with Mr. R. S. Anderson and Mr. Robert Texter, CIE Officers, at the I Corps MG Office. Later Mr. Anderson, Mrs McFarland, Kyoto Education Officer, and the undersigned attended a meeting at the Kyoto City Hall on the subject of financial support for the local schools. The Mayor of the City, Heads of the Finance Department, Education Department and other city government officials attended.

3. One of the points of discussion was on the collection of "voluntary constributions" from the parents of school children by the officials of the local PTAs. Although, the Mayor and other city officials deplored these practices which placed additional financial burdens upon the already hard pressed parents, they were at a loss to find ways of securing necessary funds for operating the schools.

4. The Mayor pointed out that the proportion of funds received by Kyoto from the National Government for education was relatively small due to the fact that Kyoto was not one of the cities damaged by the war. As a consequence, Kyoto had to shift for itself in the maintenance and operation of its schools. The city officials stated that they were striving to impose taxes according to the principle of "ability to pay". The latter principle was extremely difficult to apply to persons whose income was gained mainly on the black market. Another difficulty in the matter of securing educational funds was due to the fact that the city was not authorized to levy taxes except on certain specified items such as bicycles, house rentals, gardens, store bills. Various other sources of revenue, for example, taxes on lottery and horse racing tickets were considered by the officials. In fact lotteries operated by PTAs by the benefit of the schools were being considered also. One complaint in this connection was that the money raising activities of the PTAs were taxed heavily by the prefectural and national government. They cited especially the heavy tax placed on tickets for school benefit performances sponsored by the PTAs. One Japanese educational official stated that several schools had held benefit performances for which tickets were printed without admission price marked thereon, and thereby avoided the payment of amusement tax. No

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concrete suggestions on raising of funds could be ~~suggested.~~ made at this time. However, it was pointed out that coercive means of collecting contributions should be avoided.

5. The following day, Thursday, 14 August 1947, Mr. Anderson and the undersigned went to the Kyoto University to present talks on the subject of "Vocational Education and Guidance" as a part of the program of the Institute on Vocational Guidance being held at that Institute from 11 August to 30 August 1947. This Institute is similar to that being held at the Tokyo University. Both talks were well received by the group of approximately 120 secondary school teachers.

6. On Friday, 15 August 1947 the undersigned travelled to Osaka to attend the conference on Apprentice Training held by Japan Electric Railway Association. Prior to the meeting Major Merritt, Osaka MG, who had made the necessary arrangements for this conference, spent some time with the undersigned in discussing local educational problems. At approximately 1100 the undersigned arrived at the Hankyu Building where representatives of the following railway lines had assembled for the conference; Kinki Nippon Electric Railway Co. Ltd.; Nankai Electric Railway Co. Ltd.; Keihanshin Express Electric Railway Co. Ltd.; Hanshin Electric Railway Co. Ltd.; Osaka Municipal Transportation Office.

7. After brief talks by Mr. Imada, President of the Railway Association and the undersigned, officials of the associated companies asked questions on the organization and operation of apprentice and foremen training in the United States. They were especially interested in the applications of the American training plans in the training of employees of the Japanese Electric Railway lines. On the latter point it was stated that the offering of concrete suggestions on employee-training for Japan's railway systems would require some extensive study of the various conditions involved.

8. Upon conclusion of the meeting, the President of the Association stated that the associated electric railways of Japan were very serious in promoting training programs in their organizations and, therefore, desired that the undersigned return to Osaka at the earliest convenient time to make a study of their training needs and to confer with their engineers and training directors. A tentative date for this purpose was set for the first week in October.

9. Upon departure from this conference the undersigned was taken by a representative of the Education Department, Osaka Prefecture, to a conference of the vocational guidance association being held at the Otemae Girls' High School in Osaka. A personal invitation from the Governor of prefecture had been received by the undersigned just prior to his departure from Tokyo.

10. The members present at this conference were especially interested in the establishment of an Advisory Committee on Vocational Education and

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Guidance. One of the problems discussed on this matter was that pertaining to membership and eligibility for office. In a prospectus of the organization handed to the undersigned upon his arrival at the conference indicated that the governor of the Osaka prefecture had been designated as President, and the Vice Presidents were selected from the incumbent directors of the Labor Department, and Education Department of the prefecture. Ohter officials were to be designated by the President of the Association, i.e. the Governor of the Prefecture. Regarding this procedure, the undersigned stated that according to the proposed method of designating officials, the organization appeared more like a government bureau rather than an independent association. The differences between these two types of organizations were explained. (Major Merritt had indicated his awareness of the above mentioned scheme of the prefectural officials.)

11. Among other matters discussed were the opportunities for services which an Advisory Committee could render to the schools and community. Questions were asked especially about the relationship of the school vocational counsellor and the local labor exchanges. The prefectural educational officials stated that they planned to hold another conference in the next month or so and desired that the undersigned be present at that conference also. It was suggested that the officials make the necessary arrangements with the local MG.

12. The undersigned departed Osaka for Kyoto at 1720, Kyoto for Tokyo at 2055 on 15 August and arrived at Tokyo the following day at 0747.

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Schools, Curric... Vocational guidance

Paving the Road to Resource

EDUCATIONAL GUIDANCE PROGRAMS ARE DESIGNED TO BUTTRESS LIFE HIGHWAY TO USEFULNESS FOR JAPAN'S NEW GENERATIONS

Editor's Note: The following article is a condensation of a discussion of aims of vocational guidance in Japanese Secondary Schools, at the Kinki District Vocational Guidance Conference at Kyoto. It is presented for whatever use MG Officers see fit to make of it.

Vocational guidance service enters directly into the picture of a democratic system of education in that it helps pupils to do better the things they would do anyway, first as individuals, second as citizens, and third as workers.

As individuals they need general education based on fundamental abilities and appreciations; as citizens, knowledge of world history, geography, government, and social relation; as workers, development of abilities and understandings necessary to performance of useful services.

An adequate program of vocational guidance provides individual inventory, occupational information, counseling, placement, and follow-up, which services may be described thus:

Individual Inventory: The assembling and maintenance of records of health and physical characteristics, school marks, extracurricular activities, work experiences, hobbies, likes and dislikes, and similar pertinent data.

Occupational Information: The collection and dissemination of facts about occupations of all types (sometimes referred to as group guidance).

Counseling: Individual conferences with a professional worker trained for the counseling function, during which problems are analyzed, choices made, and plans worked out.

Placement: Aid to the student in entering employment or the next step in training.

Follow-Up: Assistance in adjusting to new situations and in making progress. Also a source of facts about former students for use in improvement of guidance, courses, and teaching.

Vocational guidance enters secondary school at two levels under the 6-3-3-4 Plan published by the Ministry of Education, which divides the secondary into lower secondary, or junior high school, and upper secondary, or senior high school.

The purpose of the lower secondary is set forth as provision of a broad educational program "for all boys and girls, with opportunities for adjustments as desired to meet individual need, interests, and aptitudes," the curriculum placing emphasis on guidance and some training in vocations.

In the upper secondary the aim is to guide students toward some suitable vocational field of employment, or more advanced training and education. By the time a student is ready to enter upper secondary school, it is presumed he is able to make a reasonable, or at least preliminary, choice.

Educational activities in the guidance program take several forms:

Occupational Education in the School Subjects: Examples of real life situations to arouse interest in the regular subjects of the curriculum, and application of principles learned in the curriculum subjects. Nearly all subjects---mathematics, art,

(Continued on Page 4)

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PAVING THE ROAD TO RESOURCE (Continued from Page 3)

physical science, language---can contribute to occupational information and understanding of vocations.

Vocational Guidance Course: In junior high school, where the major aim is choice of a future career, a regular course in vocational guidance is being developed, and the National Vocational Guidance Association is completing the manuscript of the textbook for it. It includes information about mining, electric power, steel production, forestry, farming, fisheries, foreign trade, chemical industry, transportation, communications, and public service, and considers problems relating to selection of the right vocation, vocational trends, labor movements, and workers' health and protection.

Exploratory Courses: Designed to satisfy natural desires to engage in creative activities, and to develop desirable habits and character traits; to afford opportunities for exploration of various occupations and for appreciation of practical arts and sciences through activity suited to the interests, aptitudes, and abilities of individuals. In the lower secondary program as suggested by the Ministry of Education, four hours a week would be devoted to compulsory and four hours to elective vocational courses. Fields suggested are industry, commerce, agriculture, fisheries, and home economics.

Hobbies and Clubs: In many instances the free time activities of students in school clubs and hobbies become the most effective types of exploratory experience. Clubs may be concerned with scholarship, athletics, social affairs, or careers, the latter covering such subjects as natural science, drama, printing, photography, engineering, chemistry, and horticulture.

Work Experience: Almost any kind of real work provides exploratory experience of aid in determining aptitudes, abilities and desires. The results may be either positive or negative, as the experience demonstrates to students what they do not like as well as what they do like. Part-time jobs in stores, workshops, industires, businesses, and other work which the school may help students obtain, would fall in this category, and also prove of value in establishing desirable work habits, in learning the value of money, in gaining understanding of employer-employee relations, and in getting along with fellow workers.

Library Studies: Libraries, containing information in books, pamphlets, newspaper clippings, charts, government reports, and other materials concerning vocations, can be made particularly helpful in the program of guidance.

Career Conferences: In general, career conferences are symposiums by people qualified especially to discuss the nature, requirements, and employment possibilities in their special fields. They may be used to contribute to the interest of both students and parents.

Field Trips: Direct observation ranks next to actual work experience in arousing vocational interest. Field trips, to be of the greatest value, should be preceded by study of the industries to be visited, to enable students to look for the important factors.

Advisory Committees: Experience in democratic countries has demonstrated the value of representative advisory committees in guiding educational administrators in policies and plans. Civic and education leaders are forming them.-(Public).

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AIMS OF VOCATIONAL GUIDANCE * IN THE SECONDARY SCHOOL

* Text of speech presented by Dr. Louis Q. Moss, Advisor on Adult Education, CIE, at the Kinki District Vocational Guidance Conference held at Kyoto, 13-14 May 47. This speech will be published as an article in the "Vocational Guidance Magazine" (Shokugyo Shido), published by Japan Vocational Guidance Association; "American Education Magazine" (America Kyoiku), published by the Society for the Study of American Education; and "Industry and Education Magazine" (Sangyo to Kyoiku), published by the Vocational Education Promoting Central Society; and other Japanese education journals.

1. The General Aims of a Democratic System of Education

A well-known educator stated that the first duty of the school is to teach pupils to do better the desirable things which they will do anyway. When we consider the question, "What are the things which pupils will do anyway?", we find that there are things which they will do:

First -- as individuals
Second -- as citizens, and
Third -- as workers

As individuals, they should have a general education based on the fundamental abilities to read, write and figure, and to appreciate art, literature and music,

As citizens, they should have some knowledge of world history, geography, government and an understanding of social relationships. Also they should have a variety of experiences (through activities in the curriculum, or otherwise). leading to the development of good citizenship in a democracy.

As workers, they should acquire the knowledge, skills, and understandings necessary to perform some socially useful work or service.

In a democracy, where everyone is expected to contribute according to his abilities to the welfare of all, education for work is an integral and essential part of the education of every person.

Some like to ask the question "Which of the three elements, -- education as an individual, education as a citizen, education as a worker -- is the most important?" Such a question can be answered by a counter question, "Which is the most important leg on a three-legged stool?" An adequate and balanced program of education for living in a democracy must provide all these elements for all the people.

2. DEMOCRATIC EDUCATION APPLIED TO THE SOCIAL AND ECONOMIC RECONSTRUCTION OF JAPAN.

The reconstruction of Japan, socially and economically, calls for the most effective use of her natural and human resources. She must rebuild her homes and hospitals, cities and cultural institutions, redevelop her farms and fisheries, mines and factories. This in turn calls for a broadened system of education which will develop skilled minds and hands in all fields and at all levels of human activity.

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The new constitution of Japan has provided three fundamental guarantees of special significance for such a program of education:

First: it provides (in article 22) that "every person shall have the freedom to...choose his occupation..."
Second: it provides (in article 26) that "all people shall have the right to receive an equal education correspondent to their ability."
Third: it provides (in article 27) that "all people shall have the right and obligation to work."

These guarantees place certain responsibilities upon the new school system. In the words of the U.S. Education Mission:

> "The educational system has a further responsibility in the provision of types of schools or educational institutions adapted to the ability, aptitudes and interests of the students as they advance from a foundation in general education to specialized preparation for the manifold occupations -- agricultural, industrial, commercial, domestic, and professional -- of modern society."

3. Relation of Vocational Guidance to Vocational Education

Although vocational guidance and vocational education have different functions, their activities are closely related.

Generally speaking, vocational guidance is considered as the process of assisting the individual to choose a vocation, prepare for it, enter upon and progress in it.

Vocational education is a type of education whose major purpose is the preparation of the individual for a socially useful vocation. It is important of course, that the vocation is suitable for the individual receiving the training. The term, "suitable", is the key to understanding the relationship of vocational guidance to vocational education. The term implies that the vocation in which education is received must be suited to the needs, interests, and aptitudes of the individual if it is to be an effective and successful program in vocational education. In fact, the major function of vocational guidance is concerned with determining the characteristics of the individual with relation to the requirements of various employment possibilities. There are, of course, other functions.

An adequate program of vocational guidance provides the following services:

1. Individual inventory
2. Occupational information
3. Counseling
4. Placement
5. Follow-up

a. Individual Inventory: The assembling and maintaining of adequate records of individuals for guidance purposes. Such records include data on health and physical characteristics, school marks, test results, extra-curricular activities, work experiences, hobbies, likes and dislikes, and other pertinent data.

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b. Occupational Information: The collection and dissemination of facts about occupations of all types and at every level. Educational planning must be based on reliable information about various occupations and job opportunities. Presentation of such information often is called group guidance because it is given generally to students in groups or classes.

c. Counseling: The provisions of individual counseling for each person in conference with a professional worker trained for the counseling function. Counseling is the face to face relationship between the counselor and the student. During the counseling, the students' problems are analyzed and on the basis of facts available, choices are made and plans worked out. This is sometimes referred to as individual guidance because counseling is done with the individual student.

d. Placement: Refers to the activities of the guidance program which help the student enter employment or the next step in his training program. Cooperative relationship must be established with employers, labor exchanges, schools. Schools should take responsibility for placing their own students as the natural next step after training.

e. Follow-up: Included activities in the guidance program which provides former students with necessary assistance in adjusting to new situations, and in making progress. It also secures facts about former students and employments which it can use in improving its guidance program, courses, and teaching methods.

4. Vocational Guidance in the 6-3-3-4 Plan

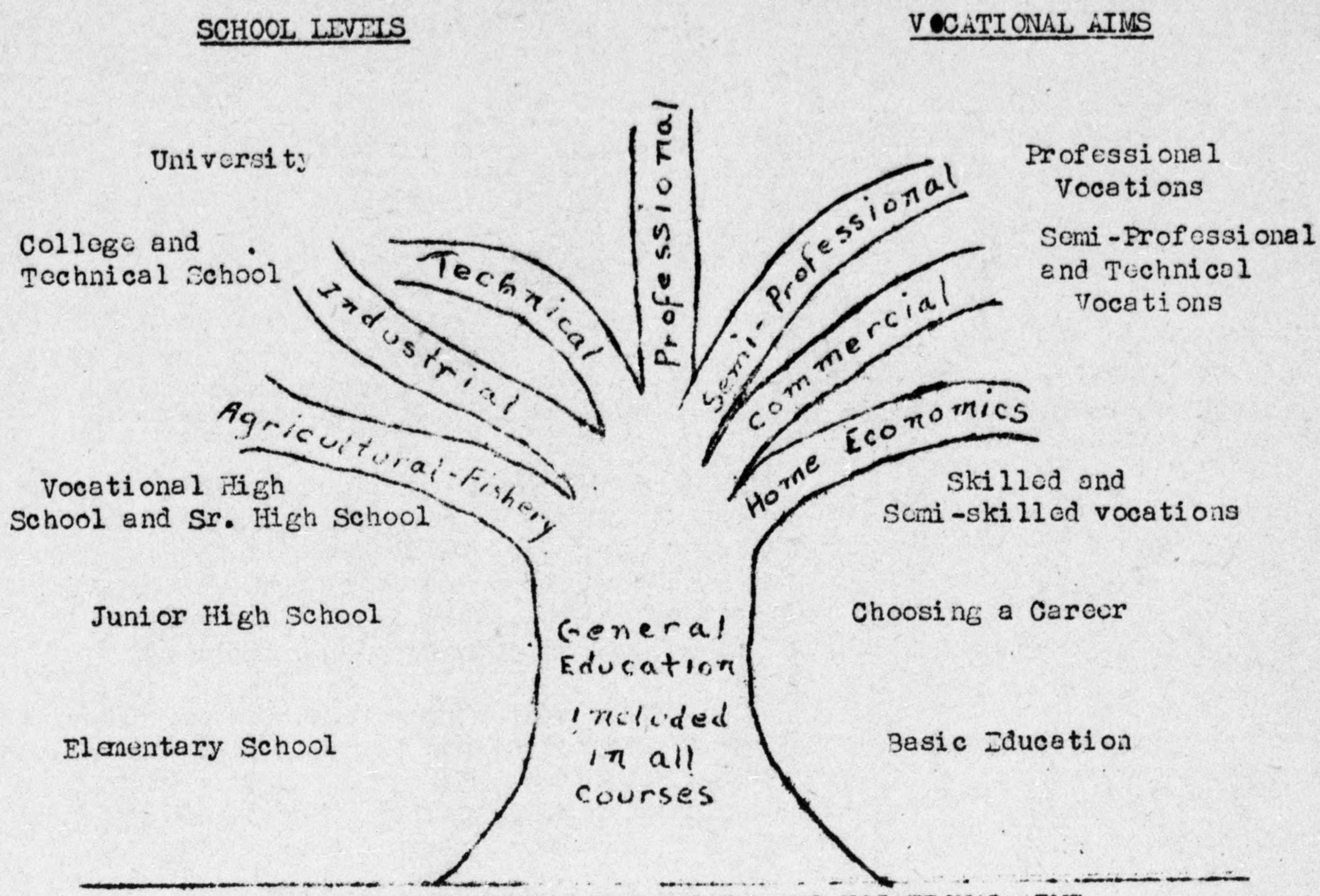
According to the new plan of education published by the Ministry of Education, the secondary school is organized on two levels.

The purpose of the lower secondary is to provide a broad educational program "for all boys and girls with opportunities for adjustments as desired to meet individual needs, interests, and aptitudes". In addition to development of the student as an individual and social being, the curriculum places emphasis on guidance and some training in vocations.

In the upper secondary school, the aim to prepare students for employment in some suitable vocational field or for entrance in a school for more advanced education and training. It is presumed that by the time the student is ready to enter the upper secondary school, he is able to make a reasonable choice. The ability of the student to make a suitable choice will depend on the nature of the guidance program in the lower secondary school.

The relationship of one level of the secondary school program to the other, and the relationship of these levels to the educational system as a whole, is shown in the following diagram:

DECLASSIFIED E.O. 12065 Section



RELATIONSHIP OF EDUCATIONAL LEVELS AND VOCATIONAL AIMS

5. <u>Educational Activities in the Guidance Program</u>

<u>Occupational Information in School Subjects</u>: Taking examples from real life situations is a well known device for arousing interest in studies in the regular subjects of the curriculum. Likewise, applications of principles learned in the various school subjects make those subjects more meaningful to the student.

When the subject matter is thus related to vocational life, the teaching method has additional value in helping the student to understand the relationship of school work to various vocations. Practically all subjects in the curriculum; mathematics, physical science, art, language -- can make a contribution to the occupational information and understanding of the student.

In the social studies course, more direct attention is paid to vocational life in special units on how people live and work in communities.

<u>Vocational Guidance Course</u>: In the junior high school where the major aim of the program is choosing a future career, a regular course in vocational guidance is being developed. The National Vocational Guidance Association is completing the manuscript of the textbook for this course. It includes information about vocations in mining, electric power, steel production, forestry, farming, fisheries foreign trade, chemical industry, transportation, communications and public service It also considers problems relating to vocations and life, the importance of selecting the right vocation, vocational trends, labor movement and workers' health and protection.

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<u>Exploratory Courses</u>: Fundamentally, the aim of vocational courses at the lower secondary or junior high school level is not to give training in skills for a specific occupation, but rather to provide students with exploratory or try-out experiences in a variety of vocational activities. These experiences should be designed to satisfy the natural desire of young people to engage in creative activities and to develop desirable habits and character traits; to afford opportunities for exploration of various occupations and for appreciation of practical arts and sciences through vocational activities suited to the interests, aptitudes and abilities of the individuals. For those who plan to seek employment at the conclusion of the junior or senior high school period, basic knowledge and skills in some suitable field of work should be provided to prepare them for successful employment in the chosen occupations.

In the program for the junior high school, as suggested by the Ministry of Education, four hours per week should be allotted as compulsory time to be devoted to vocational courses by each student. Four hours additional are allotted on the program for vocational courses as elective work.

The vocational fields suggested in the new plan are Industry, Commerce, Agriculture, Fisheries, and Home Economics. The type of vocational try-out experiences offered by the school should be as varied as possible. In the field of industrial arts, for example, practical activities might be offered in woodwork, metalwork, electrical work, ceramics, mechanical drawing, textiles, mechanical assembly work, industrial design, lacquer work, and other arts and crafts.

<u>Hobbies and Clubs</u>: In many instances, the free time activities of students in school club work become the most effective types of exploratory experiences. Schools will do well to encourage the establishment of clubs not only from the standpoint of their vocational exploratory value but also in view of their contribution to the development of good character and citizenship. These clubs may be concerned with scholarships, athletics, social affairs, or careers. Among such clubs are Natural Science Clubs, Drama Clubs, Printing Clubs, Photography Clubs, Engineering Clubs, Chemistry Clubs and Horticulture Clubs.

<u>Work Experiences</u>: Almost any kind of real work provides exploratory experience which can be of some help to the student in determining his own aptitudes, abilities, and desires. The exploratory effect of the work experience may be negative as well as positive. In other words, the student may learn from an experience that he would <u>not</u> like to pursue that type of work. Actual work experience provides opportunities to develop desirable work habits, to learn the value of money, to gain an understanding of employer-employee relationship and how to get along with fellow workers. Follow-up on the work experiences of students provides an opportunity for the school to evaluate its own program as a preparation for real life and as a means of developing good public relations. The school should assume the responsibility of assisting students in finding suitable part-time work in stores, workshops, industries, business houses, and other work places in the community.

<u>Library Studies</u>: Libraries which contain information on various occupations can be especially helpful in the guidance program. Such information may be in the form of books, pamphlets, newspaper clippings, charts, government reports, and other materials containing information on vocations and employment.

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Career Conferences: Career conferences have been found to contribute much to the general interest of students and parents in various kinds of vocations. In general, a career conference is a sort of symposium of talks given by people who are especially qualified to discuss the nature, requirements, and employment possibilities in their special fields of work. Very often motion pictures, exhibitions, dramatic presentations and other activities are used to supplement the program.

Field Trips: Next to actual experience in certain lines of work, observation is perhaps the most effective way to gain an insight into the characteristics of particular lines of employment. Besides making necessary arrangements with the establishment to be visited, the teacher should prepare the students by means of preliminary study and discussion. The study should consider similar industries, types of work carried on in the establishment, number of persons employed, trends and possibilities of employment. Discussion should emphasize what are the most essential points to be observed during the trip.

Advisory Committees: In developing a successful program of vocational education and guidance, it is most essential that the school system have the cooperation of related social and community organizations. Experience in the United States and other democratic countries has demonstrated fully the value of representative advisory committees in guiding educational administrators in developing policies and plans in this field of education. This fact is recognized by the Far Eastern Commission in its directive of 10 April 1947, regarding the revision of the Japanese Educational System.

In paragraphs 15 and 16, the directive states that, "Japanese youth should be provided with opportunities for varied vocational training and guidance and appropriate organizations for this purpose", and that, "The Japanese Government should seek advice from representatives of all walks of life either through a non-official advisory council or otherwise."

The Advisory Committee on Vocational Education and Guidance, a representative body such as indicated above, was organized in Tokyo in December of 1946. Through the cooperative efforts of leaders in business, labor, industry, education and other civic groups excellent progress has been made in formulating plans and recommendations for developing these important phases of the Japanese program of education. Steps are being taken by civic and educational leaders in Osaka, Kyoto and other localities for the establishment of similar advisory committees. These local advisory committees have the opportunity of making a most valuable contribution to the development of the vocational education and guidance program in their communities.

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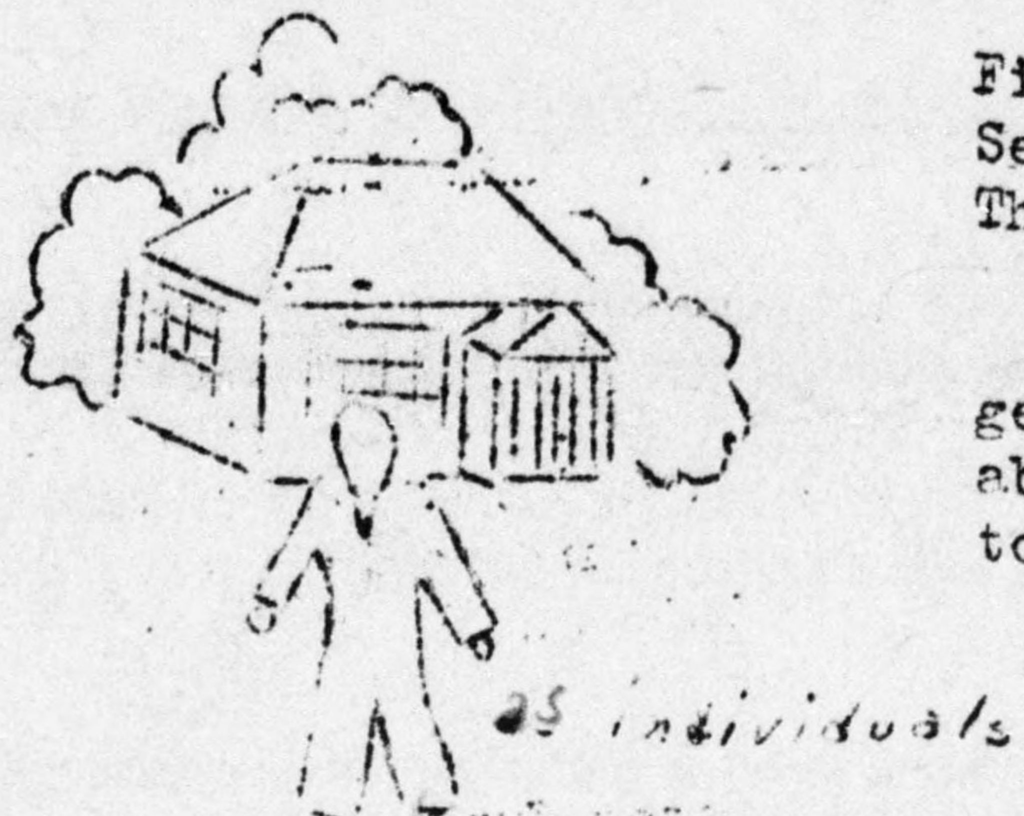
AIMS OF VOCATIONAL GUIDANCE IN THE SECONDARY SCHOOLS *

1. The General Aims of a Democratic System of Education

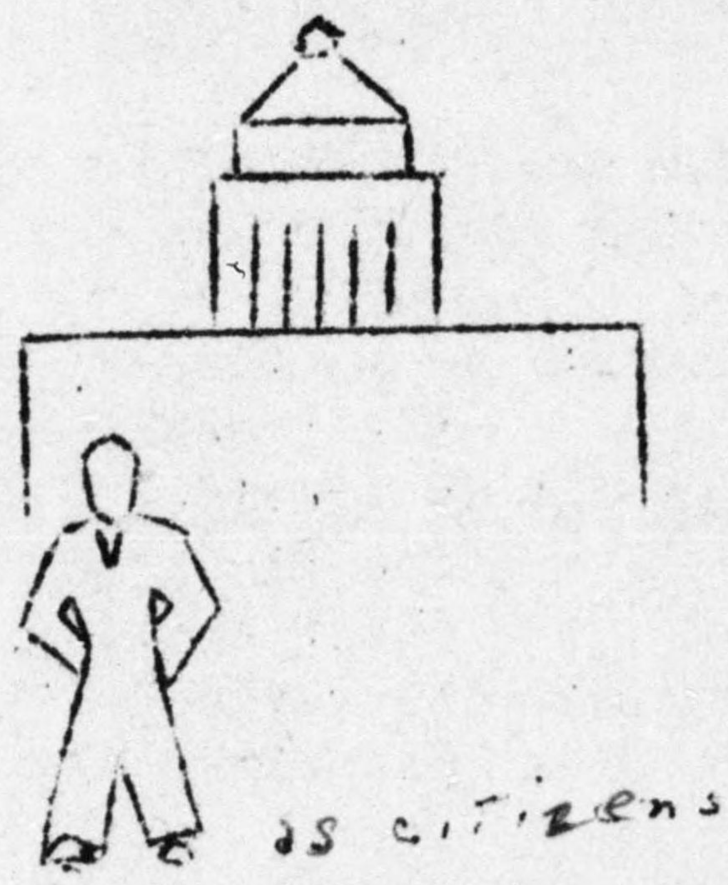
A well-known educator stated that the first duty of the school is to teach pupils to do better the desirable things which they will do anyway. When we consider the question, "What are the things which pupils will do anyway?", we find that there are things which they will do:

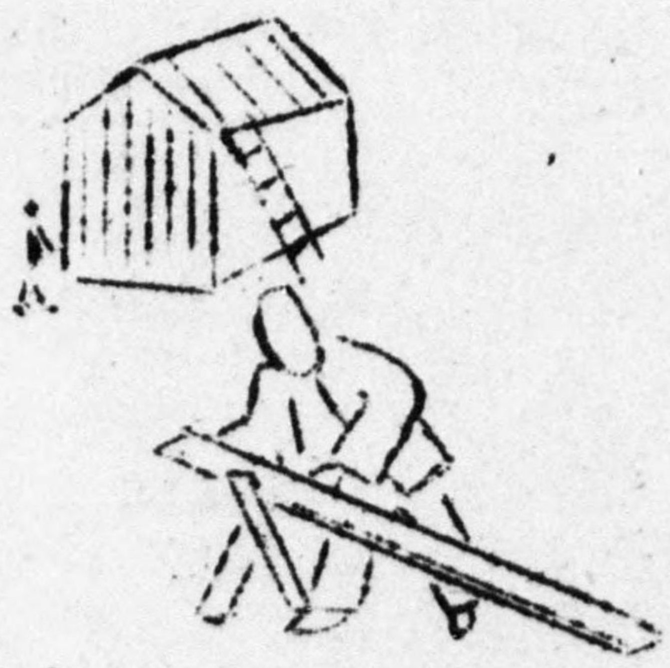


First, -- as individuals,
Second,-- as citizens, and
Third, -- as workers.

As individuals, they should have a general education based on the fundamental abilities to read, write and figure, and to appreciate art, literature and music.

As citizens, they should have some knowledge of world history, geography, government and an understanding of social relationships. Also they should have a variety of experiences (through activities in the curriculum, or otherwise), leading to the development of good citizenship in a democracy.





As workers, they should acquire the knowledge, skills, and understandings necessary to perform some socially useful work or service.

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*Text of speech presented by Dr. Louis Q. Moss, Advisor on Adult Education, CIE, at the Kinki District Vocational Guidance Conference held at Kyoto, 13-14 May, 1947. This speech will be published as an article in the "Vocational Guidance Magazine" (Shokugyo Shido), published by Japan Vocational Guidance Association; "American Education Magazine" (America Kyoiku), published by the Society for the Study of American Education; and "Industry and Education Magazine" (Sangyo to Kyoiku), published by the Vocational Education Promoting Central Society; and other Japanese education journals.

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In a democracy, where everyone is expected to contribute according to his abilities to the welfare of all, education for work is an integral and essential part of the education of every person.

Some like to ask the question, "Which of the three elements, --education as an individual, education as a citizen, education as a worker -- is the most important?" Such a question can be answered by a counter question, "Which is the most important leg on a three-legged stool?" An adequate and balanced program of education for living in a democracy must provide all these elements for all the people.

2. Democratic Education Applied to the Social and Economic Reconstruction of Japan.

The reconstruction of Japan, socially and economically, calls for the most effective use of her natural and human resources. She must rebuild her homes and hospitals, cities and cultural institutions, redevelop her farms and fisheries, mines and factories. This in turn calls for a broadened system of education which will develop skilled minds and hands in all fields and at all levels of human activity.

The new Constitution of Japan has provided three fundamental guarantees of special significance for such a program of education:

First: it provides (in Article 22) that "every person shall have the freedom to...choose his occupation...."
Second: it provides (in Article 26) that "all people shall have the right to receive an equal education correspondent to their ability."
Third: it provides (in Article 27) that "all people shall have the right and obligation to work."

These guarantees place certain responsibilities upon the new school system. In the words of the U.S. Education Mission,

> "The educational system has a further responsibility in the provision of types of schools or educational institutions adapted to the ability, aptitudes and interests of the students as they advance from a foundation in general education to specialized preparation for the manifold occupations -- agricultural, industrial, commercial, domestic, and professional -- of modern society."

3. Relation of Vocational Guidance to Vocational Education

Although vocational guidance and vocational education have different functions, their activities are closely related.

Generally speaking, vocational guidance is considered as the process of assisting the individual to choose a vocation, prepare for it, enter upon and progress in it.

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Vocational education is a type of education whose major purpose is the preparation of the individual for a socially useful vocation. It is important of course, that the vocation is suitable for the individual receiving the training. The term, "suitable", is the key to understanding the relationship of vocational guidance to vocational education. The term implies that the vocation in which education is received must be suited to the needs, interests, and aptitudes of the individual if it is to be an effective and successful program in vocational education. In fact, the major function of vocational guidance is concerned with determining the characteristics of the individual with relation to the requirements of various employment possibilities. There are, of course, other functions.

An adequate program of vocational guidance provides the following services:

1. Individual inventory
2. Occupational information
3. Counseling
4. Placement
5. Follow-up

a. Individual Inventory: The assembling and maintaining of adequate records of individuals for guidance purposes. Such records include data on health and physical characteristics, school marks, test results, extra-curricular activities, work experiences, hobbies, likes and dislikes, and other pertinent data.

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In the upper secondary school, the aim to prepare students for employment in some suitable vocational field or for entrance in a school for more advanced education and training. It is presumed that by the time the student is ready to enter the upper secondary school, he is able to make a reasonable choice. The ability of the student to make a suitable choice will depend on the nature of the guidance program in the lower secondary school.

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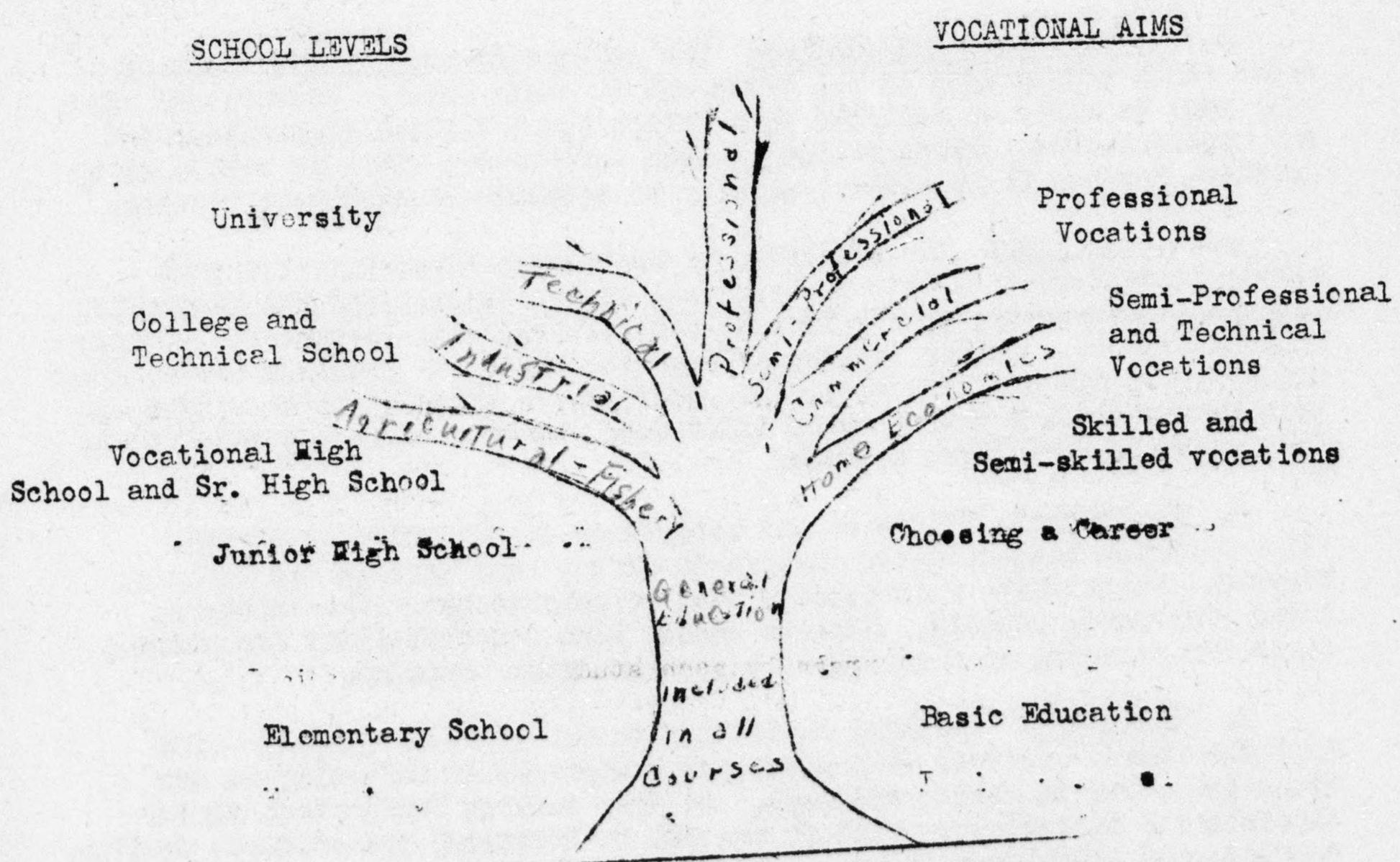

RELATIONSHIP OF EDUCATIONAL LEVELS AND VOCATIONAL AIMS

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5. Educational Activities in the Guidance Program

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In paragraphs 15 and 16, the directive states that, "Japanese youth should be provided with opportunities for varied vocational training and guidance and appropriate organizations for this purpose", and that, "The Japanese Government should seek advice from representatives of all walks of life either through a non-official advisory council or otherwise."

The Advisory Committee on Vocational Education and Guidance, a representative body such as indicated above, was organized in Tokyo in December of 1946. Through the cooperative efforts of leaders in business, labor, industry, education and other civic groups excellent progress has been made in formulating plans and recommendations for developing these important phases of the Japanese program of education. Steps are being taken by civic and educational leaders in Osaka, Kyoto and other localities for the establishment of similar advisory committees. These local advisory committees have the opportunity of making a most valuable contribution to the development of the vocational education and guidance program in their communities.

Advisory Committee

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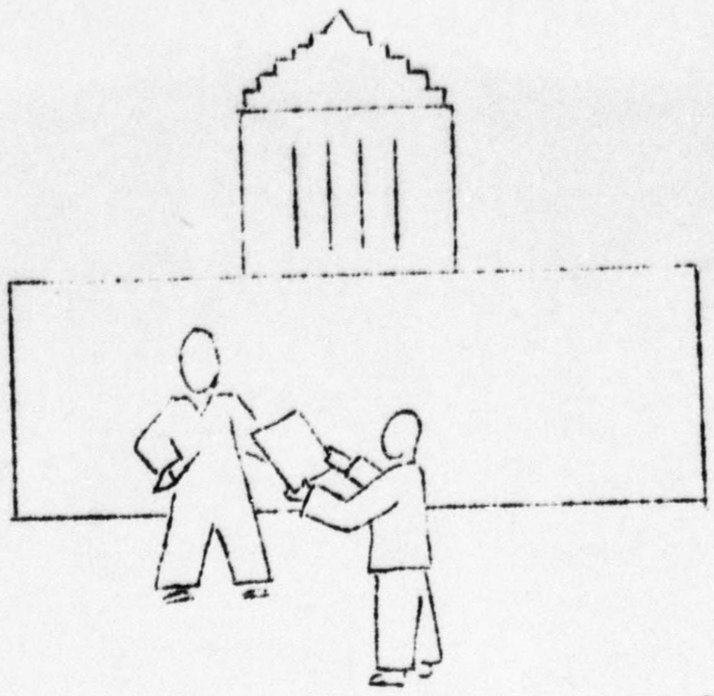


THE NEW CONSTITUTION
and
VOCATIONAL EDUCATION IN A DEMOCRACY

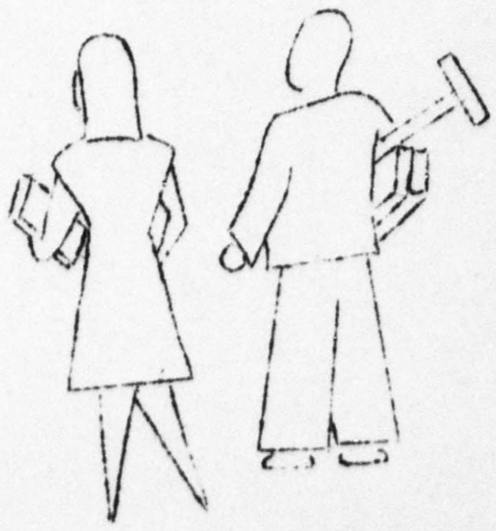
The new Constitution of Japan provides three guarantees of special significance for a democratic and functional program of education:

First, - it provides (in Article 22) that "Every person shall have the freedom to... choose his occupation ....."

Second, - it provides (in Article 26) that "All people shall have the right to receive an equal education correspondent to their ability."

Third, - it provides (in Article 27) that "All people shall have the right and obligation to work."

These new constitutional guarantees relating to: choosing an occupation, equal education according to ability, and the right and obligation to work, have important implications in the field of vocational guidance and vocational education.



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RIGHT TO CHOOSE AN OCCUPATION

Take the first provision -- the freedom to choose an occupation. It is easy to see that the act of giving a person freedom to choose an occupation does not endow him thereby with ability to choose one wisely. Generally speaking, a wise choice of an occupation is one that is suited to the person's interests, aptitudes and abilities. Such a choice implies a careful appraisal of one's personal characteristics and qualifications with relation to the nature and requirements of various occupations. For most people such an appraisal is not an easy task. Students especially need whatever assistance that parents, friends and teachers can offer. The school is obliged to accept its share of responsibility in this matter, by providing courses in occupational information, and various kinds of educational and vocational experiences which will contribute to the student's ability to make a suitable choice of a future career or field of work.

It should be noted that the Constitutional guarantee of freedom to choose an occupation has one condition; the occupation chosen cannot be one that interfered with the public welfare. On this point, Dr. Minobe, outstanding authority on Constitutional Law and former professor at the Tokyo Imperial University, wrote in his recent interpretation of the new Constitution, that "It is not the purport of this article in the Constitution to give people freedom to choose occupations which go against the public order, good manners and customs in actual society." Thus, Dr. Minobe makes it clear that the only limitation in this freedom of occupational choice is that the occupation chosen by the individual may not be anti-social. To illustrate the point we might say that this Constitutional

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freedom does not mean that a person is given the right to engage in the occupation of black-marketing just because he considers it most suitable to his interests, aptitudes and abilities!

Teachers of vocational guidance classes should therefore develop in the students the attitude and understanding that a good occupation is one which is useful to society as well as satisfying to the individual. Likewise, teachers of specialized vocational courses should give students not only practical training for technical efficiency in employments, but also practical experiences in good social living and good citizenship.

RIGHT TO AN EQUAL EDUCATION

Regarding the second provision -- Article 26 of the new Constitution, states, "All people shall have the right to receive an equal education correspondent to their ability." In addition, this article provides that it is compulsory for all boys and girls to receive a free, common school education, as prescribed by law. For those who can profit by further education beyond the minimum standard of the common school, Dr. Minobe contends that the government should provide through appropriate legislation, the means whereby boys and girls, rich and poor, can receive such education according to their ability.

"Equal" education then implies equal opportunities for determining and developing one's general and specific potentialities. However, since people differ in the kind as well as the degree of their potentialities, the school must be able to offer an adequate range of educational opportunities, in order to provide equal education for all.

It is interesting to note on this point that the U. S. Education Mission to Japan stated in its report to General MacArthur, March, 1946 that the public educational system of Japan had "a responsibility in the provision of the types of schools for educational institutions adapted

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to abilities and aptitudes and interests of the students as they advance from a foundation in general education to specialized preparation in the manifold occupations -- agricultural, industrial, commercial, domestic and professional -- of modern society."

RIGHT AND OBLIGATION TO WORK

Let us now consider the third significant provision. In Article 27, the Constitutional guarantee of the "right and obligation to work" recognizes the fact that in a democracy each person contributes according to his ability to the welfare of all. The term, "work", as used here, applies to the efforts of the teacher, doctor, lawyer, businessman, musician, as well as of the farmer, fisherman, carpenter or bookkeeper. Persons in each of these occupations work to provide useful goods or services of some kind, to the general welfare.

In the case of persons who are physically handicapped, through accident, war or other causes, it is obvious that their "right to work" is inseparable from "their right to receive an education correspondent to their ability." Vocational education to fit the special needs of these people is a social obligation and an economic necessity. Unless these handicapped persons are given training for useful employment in an occupation suited to their limited and special abilities their "right to work" would have little meaning for them.

Article 27 also provides that the "Standards for wages, hours, rest and other working conditions shall be fixed by law." For young people the Constitution makes a further stipulation that "children shall not be exploited." The latter provision is not intended to deny young people opportunities to engage in useful and productive employment. On the contrary, it is intended specifically to direct attention (as Dr. Minobe explains it) to the fact that "the ability of children to

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work has natural limitation, therefore their working conditions should be adapted to their working ability. Compelling them to work in excess of what is deemed reasonable should not be permitted. Concrete stipulations should be provided by law."

EDUCATION AND WORK

Actual work-experience has long been valued as an important factor in the total educational program of young people. In fact, the apprenticeship system was the first educational institution which prepared young people for the learned professions as well as for the skilled arts and crafts. However, with the introduction of power machinery, apprenticeship tended to degenerate into a much too convenient means of exploiting children. The new Constitution is directed against such practices. Progressive industrialized nations have revitalized their apprenticeship training systems. Through the action of joint committees representing employers, labor, and education, they have established national standards for apprentice training and employment. For the same purpose, steps are now being taken to draft a plan of apprenticeship which will provide minimum standards for such training programs throughout Japan. The standards will concern hours, wages, working conditions, length of service and the courses of training to be received by the apprentices. A complete apprentice training program should include activities in practical and technical work, adapted to the needs of the particular trade being learned and also such general and cultural studies necessary for the personal development of the student and for good citizenship. It should include such subjects as Safety, Hygiene, Labor and Economic Relationships.

In many instances, the regular school system can participate in such a program by furnishing instruction in the technical and general subjects while commerce or industry provides the practical work-experiences.

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Similar programs can be developed on the cooperative part-time basis. In the latter plan, there are generally two comparable groups of students. While one is attending classes in the school, the other is engaging in practical training activities in the farm, factory, store, or other employment. At stipulated intervals — two weeks, four weeks, or other convenient periods, the two groups interchange. The advantages of such systems should not be overlooked in the development of vocational education in Japan, especially at this time when there is such a dearth of training equipment and teacher personnel available for courses conducted in the regular secondary schools. Also such plans offer opportunities for students to: gain practical experiences under actual employment conditions, help produce vitally needed goods, and add to the family income.

VOCATIONAL GUIDANCE AND VOCATIONAL EDUCATION

Vocational guidance and vocational education in the secondary schools can contribute much to the success of these "earn-while-you-learn" educational programs. The school, through its vocational guidance activities, can furnish the students with information regarding the various occupations and the opportunities for employment training and advancement in those occupations. By means of its vocational courses, the school can give students the knowledge and skills which will afford them advantageous entrance into the various available employments.

In order to give full meaning to the students' "Right and obligation to work", the public school system in a modern democratic society must extend its responsibility for the welfare of its students beyond the students' day of graduation or school-leaving. The school should provide these young people with not only preparation for a vocation but also the counselling placement and follow-up service necessary to assist them in finding suitable employments and making adjustments in them.

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Today more than ever, there is a special need for a program of practical education, adjusted to modern social and economic needs. Current Japanese labor market reports call for trained hands and minds: to increase to productivity of farms and mines, to develop the forests and fisheries, to rebuild the power plants and textile mills, to rehabilitate transportation and communication equipment and to provide generally the goods and services needed for the social and economic reconstruction of Japan.

The U. S. Education Mission to Japan was fully aware of the importance of these social and economic factors in the development of a democratic program of education for Japan. In its report to General MacArthur, the Mission pointed out that "Japan needs trained hands, as well as educated minds to rebuild her homes, cities, factories and cultural institutions. There is no better guarantee for democracy in Japan than a body of skilled, employed and informed workmen. It is an asset no less moral than industrial".

For this democratic and functional program of education for Japan, the Constitution has provided a firm foundation. It is now for the citizens and the teachers to build the School.

Louis Q. Moss
Advisor on Adult Education
CI&E Sec. GHQ SCAP

18 February 47

DECLASSIFIED E.O. 12065 Section 3-402/NNDG No.

職業教育の重要性

遣日合衆國教育使節團員
アレグザンダ・チェイ・ストダード

一、吾が學校の職業教育は時の職業の經濟事情に應じて出來る限り高等中學校の程度迄高められねばならぬ。課程は極めて複雑なものから簡易なものに至る迄敎へることの出來る全職業の領域に擴大されねばならぬ。單位及補習敎育を含む長期短期の講習會もこの中に含まれる譯である。職業教育は全國民共通の權利と認められねばならぬ。一般非專門的教育を或る一部國民のものと考へ職業教育をその他の國民のものと考へることがあつてはならぬ。全國民が有效なる生活に必須な普通の事實の全貌、知識と技能並に直接生產業に關係ある事實、知識と技能を身につける能力に從つて平等の機會を有するものと考ふべきである。

二、職業教育課程は青年と成人との兩者を相手として案劃されねばならぬ。それは次の三方面を備へねばならぬ。(イ)相談と指導(ロ)職業訓練(ハ)就職斡旋とその後の補導。此の三方面共皆生產業に從事する者に常住不斷に利用されねばならぬ。

戰時經濟と同樣に平和經濟に於ても勞働者が職業教育の訓練又は再訓練を受ける手近かな機會を設けることが必須事と考へられねばならぬ而して右訓練の機會が公費を以て設けられることが公衆利益の為である。如何なる訓練課程を以てしても一九三〇年代の不況を防止することは恐らく不可能だつたらうが過去五年間に於ける經驗を以てすれば新しい職業に對する訓練乃至再訓練の課程を實施したなら不況も或は斯く長期に亘り斯く深刻ではなかつたかも知れないと思はれる。

三、我が國教育課程を必要な程度に擴大する爲高等中學校程度に於て部落職業技術講習所を全國の町村部落に設けねばならぬ。右講習所では各般の科目を設け又部落生活に於て社會的職業的乃至文化的に有意義な性質と價値を備へた中學校程度以上の三年終了の課程をも設けるべきである。右の部落職業技術講

講習所の財政的負擔をは聯邦政府若くは州政府に於て擔ふ必要があるかも知れぬがその管理は各地區若くは各州内の特設地區に於てなされなければならぬ。又中學校にその課程を擴大する權能を與へる必要もあらう特に職業技術講習所内にその設け無き部落に於ては中學校の教科課程を職業教育化する必要があるだらう。

職業教育を少數者の權利と考へる樣な旨來の考をば捨て樣ではないか。高度の技術を要する職業に就くを欲しない少年少女成人等にも一生の仕事をするに必要な訓練を遂げる十分なる機會を供與し樣ではないか丁度斯かる職業に就かうとする者と同樣に。各人がその仕事の性質如何に拘らず有用の材たるに必要な十分の訓練を受けることを望ましく且つ社會的に認められたことゝなる樣にしたいものである。

現代世界に於ける有意義な職業の範圍は多種多樣であつて各個人の技能の異れると同樣である。各人皆爲すべき仕事があるのである。

勤勞者が皆職業に就き得る資格を與へる樣な教育課程と經濟狀況を作り出すことが必要である。之は正に合衆國がその國民になした約束の履行と見做すべきである。

（合衆國教育局職業教育班一九四五年公表文二三四號八五ページ乃至八六ページ「將來の職業」中に引用せられたる同標題の記事より抜萃せるものなり）

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PROGRAMS AND COURSES IN VOCATIONAL EDUCATION

Vocat Educ.

PROGRAMS SHOULD MEET NEEDS OF INDIVIDUALS AND GROUPS IN ALL FIELDS

An adequate program of vocational education must meet the general and specific needs for such education in all fields. This does not mean that the entire program should be carried out in school buildings. For example, an adequate program in vocational agriculture makes provision for the carrying on of farming projects under supervision, in connection with the study of technical subjects related to agriculture. In the field of trade and industrial education, apprentices secure most of their practical training on the job.

The courses or units of instruction available should be designed to meet the needs not only of students in all-day courses, but also the needs of those who enroll in part-time and evening classes. To have a program organized to meet all of these needs in the several fields requires not only that a great deal of work be done in getting the program organized, it means constant revision and substitution of new material for obsolete meterial as necessary to keep the program up to date. Vocational programs should reflect the best current practices in performing the world's work.

In order to do a good job of planing programs to meet local and area needs in each field, it is both desirable and necessary to utilize all available sources of information and assistance. Suitable advisory committees can be most helpful in connection with planning vocational programs and courses and keeping them up to date not only in trades and industries, but also in agriculture, homemaking, and business education.

COOPERATION IN DEVELOPMENT OF PROGRAMS.

Vocational education under public auspices should be developed with regard to training which is given by many industrial and business organizations to their employees. In comparatively few cases is it possible for a vocational school to offer complete training for an occupation under school auspices. To illustrate, a few inside trades of which printing is a good example, can be taught with a considerable degree of completeness in a vocational school. However, even in such cases it is advisable for the final stages of training to be carried on in industry. For young printers who will be employed in newspaper printing plants, for example, there are few vocational schools that can afford the large and expensive presses and other equipment used in such establishments. For building trades such as bricklaying, it is not possible to give thorough training in any school, and there is no satisfactory substitute for actual work experience on the job and outside of the school in connection with the erection of buildings.

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* Abstracted from "Vocational Education in the Years Ahead". Vocational Education Bulletin No. 234 U.S. Office of Education, Washington, 1945 pp 105 - 107

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Much of the training for business occupations is necessarily somewhat artificial when conducted within a school; consequently, the best service that a school can render for most office and store occupations, except for stenography and typing, is realized when the training supplements the work experience of people employed in offices and stores. In the case of agriculture, actual farming experience is properly secured in connection with supervised farm projects. In the field of home economics or homemaking education, a school can render its best service if those enrolled try to carry out in actual practice at home, those things which are taught in the school. In dealing with all of the problems involved in planning comprehensive programs and specific courses, school administrators should cooperate with representatives of organized groups and interested citizens in order that properly balanced programs may result.

COURSES WHICH THE SCHOOLS SHOULD ATTEMPT

While it is highly desirable to have comprehensive programs relating to each field of vocational education, only such courses should be organized and operated as the school is best equipped to give. The determination of what is needed in the way of courses can best be determined on the basis of an analysis of each occupation considered. A good occupational analysis not only furnishes a sound basis for a progressive series of work experiences, but also clearly identifies the nature and scope of the related technical instruction which should be given.

The degree to which preemployment courses should be offered for specific occupations, should depend largely upon the local employment opportunities for persons trained in such courses. Few, if any, vocational schools can offer training for all opportunities; consequently, important decisions have to be made as to what occupations are best adapted to preemployment training in the schools. In general, the factors which should be considered in connection with such decisions are:

1. The degree to which a need exists for training prospective workers.

2. The probability of being able to secure the necessary space and equipment for suitable training.

3. The prospects of getting well-qualified teachers.

4. The existence of a definite outlet into employment for those trained.

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*PLACE OF VOCATIONAL EDUCATION IN THE EDUCATION PROGRAM

Vocat Ed

A well-balanced program of public education should consider each individual from at least three standpoints: (1) As an individual, (2) as a citizen, and (3) as an economic unit of society. Education and training offered at public expense should be so balanced that each and every individual may have an opportunity to become reasonably efficient in all three of these fields.

Education to serve an individual's personal interests and responsibilities and to increase his ability to put more in, and get more out of life as an individual includes many recognized phases of general education based upon the foundation of the ability to read, write. and figure. When examined closely, many subjects offered in schools and colleges are taught for the purpose of enabling persons as individuals to appreciate the finer things of life such as literature, art, and music.

A second phase of education is directed toward making individuals efficient as citizens in a democracy. While the acquirement of information about such things as world geography, government,and history contribute to the understanding of the progress of mankind, it is important that young citizens acquire those habits and attitudes which should be attributes of all citizens. It is important for young people to learn to respect the personal and property rights of others and to function efficiently as members of a group according to democratic ideals. Many extracurricular activities in school and college, such as athletics, glee clubs, orchestras, dramatics, and other student activities which require individuals to assume responsibility and call for cooperation and teamwork, accomplish much in preparing individuals to become efficient citizens.

A third phase which until recent years has been left largely to take care of itself, except on the professional level, is that part of a person's education which makes him efficient as an economic unit of society. This means education for purposeful work. Theoretically, every citizen ought to perform some work or render some service to justify his own existence. If he does not perform his share of the world's work in an acceptable manner, it means that others more efficient than he have to carry him along. Where this fact is recognized, the conclusion that education for work is an integral and absolutely necessary part of a person's total education is inescapable.

For a considerable period of years vocational education for the professions has been well provided. The select few who were qualified for professional careers have been taken care of in the public schools in college-preparatory courses. However, as not more than 8 percent of all the people who work are needed in professional occupations it becomes the responsibility of public education to provide for the other 92 percent of the people the kind of education that they need in order that they may become economically efficient as wage earners, salaried employees, businessmen. When viewed from this angle, vocational education cannot be regarded as a fad or a frill or as something extraneous to public education. It is a field of education which must be intelligently dealt with by the people if the Nation is to prosper.

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*Excerpt from, "VOCATIONAL EDUCATION IN THE YEARS AHEAD" United States Office of Education Bulletin No. 234, Washington 1945, pp. 88-9.

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Vocat Ed

*ADVISORY COMMITTEES ON VOCATIONAL EDUCATION

REASONS FOR HAVING ADVISORY COMMITTEES

Vocational education directly affects the economic well-being of individuals, groups of individuals, and society as a whole. It is, therefore, important for boards of education to maintain good working relationships with organizations of employers and employees, chambers of commerce, agricultural organizations, and organized groups of women. Experience over many years has thoroughly demonstrated the need for cooperation between boards of education and all such groups in the interest of vocational education. The best way to maintain good contacts with these groups is to establish and utilize representative advisory committees. Membership on these committees should represent the views of all interested groups.

FUNCTIONS OF ADVISORY COMMITTEES

The principal function of advisory committees is to make recommendations to administrative authorities concerning policies relating to vocational education. In order to function efficiently in this way it is necessary for such committees to study the needs for training, appraise plans for operating programs, and evaluate methods and procedures for meeting the needs of individuals and groups. The contribution of advisory committees is at a maximum when they limit their participation to these things. Such committees should never assume administrative authority or attempt directly to affect the operation of programs.

Many questions will arise concerning such matters as: The scope of the program to be operated; the planning and equipping of buildings; the groups to be served, such as boys and girls of high-school age, adults, and apprentices; the nature and objectives of the training; existing opportunities for employment; and standards for the selection and training of teachers. In connection with all such questions, the well-considered recommendations of advisory committees can be of inestimable value to boards of education. It is almost universally true that representative advisory committees for vocational education function constructively in relation to boards of education. This is largely because of the fact that a well-planned and efficiently operated program of vocational education benefits the employer, the employee, and the general public as well. In many instances, chambers of commerce and labor organizations have been able to reach perfect agreement in support of programs of vocational education.

*Excerpt from "VOCATIONAL EDUCATION IN THE YEARS AHEAD"
United States Office of Education, Bulletin No. 234
Washington 1945 pp 90-91.

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FUNDAMENTAL PRINCIPLES INVOLVED IN VOCATIONAL EDUCATION*

Vocational Educ

1. Vocational education in all its various phases is a part of the total program of education and should be in tune with times and conditions.

   a. Continue development of better understanding between vocational and general education through conferences and studies for the purpose of developing a total education program designed for all groups of citizens.

   b. Make adequate and continuing surveys of specific occupational opportunities and needs based on social and economic conditions.

2. Programs of instruction should be based on and designed to meet individual and community needs.

   On the basis of reliable data secured:

   a. Provide necessary counsel and guidance.

   b. Organize courses in new occupational areas and modify as necessary those already in operation.

   c. Broaden the base of instruction so as to give better concept of citizenship responsibilities.

   d. Give more consideration to matching men and jobs.

   e. Est blish and maintain satisfactory workig relationships with the Employment Service and other recognized placement agencies.

   f. Adapt programs of instruction to learner abilities and occupational interest.

3. Training should be established and maintained in accordance with occupational requirements and placement, or employment opportunities.

   a. Secure or make analyses of occupations, collaborating with individuals

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*Abstracted from "Vocational Education in the Years Ahead". Vocational Education Bulletin No. 234. U.S. Office of Education, Washington, 1945 pp 117-120

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or groups occupationally competent.

b. Secure or make analyses of specific jobs.

c. From analyses determine specific and related instructional content.

4. Systematic occupational information and guidance should be provided.

a. Make guidance an integral part of all vocational education.

b. Make guidance a continuing process.

c. Extend guidance facilities.

5. Instruction should be designed to prepare persons for advantageous establishment in a vocation and to extend the knowledge and skills of those already placed.

a. Secure more detailed and accurate information concerning activities involved in specific occupations.

b. Determine the amount, type, and scope of instruction necessary to enable an individual to enter the occupation advantageously.

c. Determine more accurately the proportion of skills and technical knowledge necessary in courses for upgrading workers.

6. Traiing content should be derived from and instruction organized in accordance with analyses of the occupation and its specific requirements.

a. Organize courses of instruction based more definitely on detailed information pertinent to the activities in which the worker actually engages.

b. Adjust and modify instruction when necessary to meet changing conditions within occupations as revealed from time to time.

7. Flexibility in planning and operating all programs is necessary.

a. Organize courses or classes and make provisions which will permit individuals wanting and needing instruction to enroll at times convenient to them during the day or evening.

b. Make fuller use of facilities so as to provide instruction throughout the day and year.

c. Provide for class, group, and individual istruction.

8. Opportunities for short intensive unit courses, long-term instruction, and continuous education should be available.

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a. Adjust periods of instruction and total length of training period on the basis of occupational requirements and individual needs.

b. Establish and maintain more effective followup systems with those who have been enrolled, and offer additional instruction as necessary or desirable.

c. Develop plans for establishing contact with individuals and groups not already served by vocational education.

9. Programs of instruction should be planned and maintained with the advice and cooperation of the various interested groups concerned.

a. Prepare roster of all groups, organizations, and agencies concerned with vocational education.

b. Determine individuals within these groups, organizations, and agencies with whom contact should be made.

c. Determine "key" individuals whose assistance and support are desirable.

d. Secure active participation of advisory committees.

10. Facilities and equipment for instructional purposes should be comparable to those found in the occupation or field for which training is offered.

a. In collaboration with competent individuals or committees, study and recheck facilities and equipment of the occupation for which training is planned and now given.

b. Adapt, as far as possible, existing training facilities and equipment to meet new situations, and discard that which is not suitable.

c. Secure new and appropriate facilities and equipment as needed.

11. Conditions under which instruction is given should duplicate, as far as possible, desirable conditions found inthe vocation for which training is offered and in keeping with effective learning situations.

a. Study occupations to determine desirable conditions with reference to:

(1) Organization and operation.
(2) Hazards and working conditions.
(3) Safety and health protection.
(4) Methods and procedures.
(5) Machinery, appliances, tools, processes, and special equipment.

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b. Organize instruction on the basis of the study to duplicate, as nearly as possible, desirable conditions which are comparable to those in the occupation.

12. Administration and supervisory personnel should be qualified and competent.

a. Examine the State plan for vocational education for the purpose of strengthening it where advisable.

b. Provide for closer cooperation among administrators, supervisors, and teachers for the purpose of developing a better common understanding on problems involved.

c. Improve systematic plans for upgrading.

13. Instructors and teachers should be occupationally competent and professionally qualified.

a. Select instructors and teachers with adequate experience in the occupation for which instruction is given and who possess basic characteristics necessary for becoming competent teachers.

b. Make provisions for keeping teachers up to date professionally and occupationally.

c. Improve system of selecting prospective teachers.

14. Appropriate and adequate teacher training should be provided.

a. Provide specific pre-employment teacher training based on an analysis of the teacher's responsibilities, individual needs, and conditions comparable with teaching environment.

b. Improve in-service teacher-training programs designed to upgrade instructors and teachers in the job on which already employed and to stimulate continued professional growth and accomplishments.

15. Instruction should be available for those who need, want, and can profit by it.

a. Publicize the service of vocational education.

b. Improve guidance.

c. Give more attention to enrolling learners in appropriate course and classes.

d. Maintain an efficient system of placement and follow-up.

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16. A continuing program of research should be maintained in connection with the operating program of vocational education.

    a. Secure, evaluate, and interpret statistical data....

        (1) As a basis for planning.
        (2) As a basis for the appraisal of going programs.

    b. Conduct developmental research in cooperation with the operating program in order to....

        (1) Effect improvements in efficiency.
        (2) Work out ways and means of meeting needs which are not being met.

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(ed - vocational guidance and traing)

OUTLINE FOR MAGAZINE CONFERENCE ON "VOCATIONAL GUIDANCE"

Date & Time : Thursday, 21 November 46; 1400

Place : Studio #5, Radio Tokyo Bldg.

Speaker : Mr. L. Q. Moss, Education Division, CIE

Note: The presentation of the following main points will be accompanied by appropriate charts (see attached sheet). These charts are being produced by Miss Frances Baker, Exhibits Officer, CIE.

1. The School and Employment

chart #1

The problem of vocational guidance concerns the relationship of the School, the Individual and Vocation (chart 1). Generally, vocational guidance has to do with; assisting the individual in making a (1) suitable choice of a vocation, (2) in preparing for it, in finding (3) employment and making progress in it. These matters present very important problems for schools and communities to consider. With regard to preparing for vocations, for instance, approximately 80% of the students who complete the lower and higher elementary schools enter some kind of employment. What kind of employment are these individuals fitted for? To answer this question let us consider the matter of occupational (vocational distribution,) distribution.

2. Types and Levels of Jobs

chart #2

It may be noted from the pyramid (chart #2) that the numbers employed in the various levels, decrease from the unskilled level

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at the bottom to those requiring greater amounts of education and specialized training toward the peak. Based upon education and training which individuals might acquire at lower secondary school age, the employments which they would most likely enter, are in the two lower vocational levels.

Of the remaining 20% of those who complete the equivalent of a junior high school level education, about 10% enter vocational schools, and an equal number enter middle schools in preparation for professional careers. Those who graduate from vocational schools and middle schools may enter employments in the skilled level (if they have received adequate training).

In view of the large proportion who enter employment upon completion of the secondary education or below, it appears desirable that these young people should be equipped with some basic knowledge and skills in a vocational field. The question arises here, how shall the particular vocational field be chosen?

In the first place, although each individual should be made to assume responsibility for choosing his own vocation, he should expect assistance in this difficult task from his parents, teachers, and friends. Selecting a suitable vocation means; determining the vocation best fitted to the individual interests, aptitudes, abilities and temperaments. To make such a choice, the individual needs all the help he can get, - for there are no short cuts.

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3. Matching People and Jobs.

Of course, there are a number of devices which have been developed to assist people in the selection of a vocation. Among them are intelligence tests, vocational aptitude tests, vocational interest inventories, manual dexterity tests, and other similar tests. These materials should not be considered in terms of an automatic device or scheme for distributing people in jobs by means of some simple mathematical formula. (Chart #3). Actually, such tests are generally more valuable from the negative standpoint, that is, to indicate what kind of jobs to avoid. For example, if a test shows that a particular students in an elementary school has less-than-average scholastic ability, the probability of his being successful in a learned profession is very low. In fact, it is almost a certainty that he will not be able to enter college or university. Or again, if, in a musical aptitude test (administered by means of playing test phonograph records) a student is unable to distinguish between A sharp and E flat, the probability is very small that he will be successful as a musician. As insurance agents would term it, he is "a bad risk" for success in that vocation.

4. VOCATIONAL GUIDANCE NEEDED

However, there is a more positive approach in this matter of choosing a vocation. This positive approach is based on the principle that the student makes his own vocational choice

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(with some assistance from others) based upon some knowledge of the vocational opportunities available in the community through a comprehensive program of vocational guidance. Such a program should provide; (a) reliable information about various occupations, (b) try-out or exploratory experiences in basic skills required in various types of vocations, (c) the development of proper social attitudes toward the importance of all types of work which contribute to the general welfare, and (d) techniques by which the individual can study and appraise his own interests, aptitudes and abilities in relationship to the requirements of various vocations.

In addition to instruction in the above vocational guidance activities, there is also needed in each school one or more counsellors who can assist each individual student in planning his future career and in securing employment.

5. Information About Jobs, First

There appear to be two schools of thought on the matter of presenting vocational information. One advocates the introduction of vocational information through various subjects in the curriculum. For example, showing the application of mathematics to engineering; science to medicine, etc. The other group advocates the establishment of a separate course in vocational guidance which would include systematic instruction in vocational information and related subjects.

There is little doubt that the first plan is desirable in any event. However, this should not preclude the possibility of offering vocational

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guidance as a separate subject as well. Regardless of the teaching method used, the study of vocational information is of primary importance in the guidance program.

The study of vocational fields should consider matters such as the following: What do workers do in the vocation? What are the trends? What are the educational and training requirements? What are the conditions of employment? What are the advantages and disadvantages? What are the salaries earned? What are the opportunities for advancement? How does one get employment in this work? (Chart #5)

6. Try-outs in School and Out

Besides information about the jobs, students should have the opportunity of getting try-out courses or actual work-experiences in different vocational fields to help them determine, at first hand, their general fitness, their likes and dislikes and special aptitudes for particular types of work.

In fact, all kinds of try-out experiences whether they are in school, in the home or in the community are valuable aids in vocational guidance. (Chart #6).

School studies are often in themselves good try-out experiences. For example, a high degree of interest, aptitude and ability in science may be considered significant factors in selecting, say, engineering as a vocation. Of course, other factors must be considered, too.

Likewise, extra-curricular activities such as photography, mineral collections, or raising flowers are helpful try-out experiences. Repair jobs around the home or part-time employments in the community are also useful in finding one's vocational aptitudes.

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7. Training For The Vocations.

Many consider it desirable to begin the informational part of the guidance program at the 6th grade, then during the 7th, 8th, 9th grades supplement this instruction in vocational information with try-out courses or experiences. The type and variety of vocational experiences will vary necessarily with the availability of facilities, and of qualified instructors, and the interests of the individuals and the needs of the community.

In the vocational schools where students are expected to have made a choice of a particular vocation, a larger proportion of the school time should be devoted to practical work and subjects related to that vocation. The proportion of vocational work should be increased as the student advances toward graduation day and toward his initial employment. However, throughout the vocational school course, social studies and other general studies which contribute towards education of the individual for citizenship and worthy use of leisure time will be given as well.

8. Counselling, Placement And Follow Up.

The job of a counsellor in a school is generally to provide group guidance, through vocational information classes, and individual guidance by means of personal conferences with individual students. The latter may also require visits to the

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homes of students to confer with parents and others. The guidance program should help the student not only in selecting a proper course in school but also in a suitable employment after leaving school.

Also, in order to do good placement work it is necessary for the counsellor to survey job opportunities in the area and maintain contacts and good relationship with employers and other agencies in the community. Also after the student is placed on the job the counsellor should visit him from time to time to determine what progress the student is making and to assist him in making necessary adjustments.

9. How To Start A Guidance Program.

In establishing a vocational guidance program in a local community, experience has shown the importance of the following steps; Establish an Advisory Committee on Vocational Education and Guidance. Study vocational needs of community. Select and train teachers and counsellors. Develop courses based on needs. Provide placement services. Provide follow-up services. (Discuss each of the steps listed on Chart #9).

10. Other Groups To Be Served.

In addition to the responsibility of the school for providing vocational guidance services to its students it should cooperate with other community agencies in filling similar needs

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of other special groups such as the following; Unemployed men and women. Out-of-school Youths. Physically handicapped. Apprentices. Part time Cooperative Students. (Discuss needs of each of these special groups shown on chart #10).

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VOCATIONAL GUIDANCE

Illustrations for use in connection with magazine conference to be held in Studio 5 Radio Tokyo Building on 21 November 46 at 1400 by Mr. L. Q. Moss (Education Division.)

Chart #1: "The School and Employment". (Student coming out of school building and looking questioningly at the different vocational fields -- Agriculture, Industry, Commerce, Fishery.)

Chart #2: "Types and Levels of Jobs" (Show pyramid of occupational distribution with levels -- Professional, Semi-professional and Technical; Skilled, Semi-skilled, and Unskilled. Show several people at work in typical occupations in each).

Chart #3: "Matching people and Jobs" (Show form board with holes of various geometic shapes in front of a figure of a person who is trying to fit chess-like figures into the form board.)

Chart #4: "Vocational Guidance Needed" (Show two figures at a cross roads having a post with signs pointing in all directions, each sign board indicating a different occupational field or vocation. One figure, (representing a vocational guidance counsellor) is pointing out information on a map helping the student find a proper path to his goal.)

Chart #5: "Information about Jobs, First" (List the following Important points of information to learn about a vocation)

1. What do workers do in the vocation?

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2. What are the trends?

3. What are the educational and training requirements?

4. What are the conditions of employment?

5. What are the advantages and disadvantages?

6. What are the salaries earned?

7. What are the opportunities for advancement?

8. How does one get employment in this work?

Chart #6: "Tryouts in School and Out" "Show the experiences in various kinds of work which can provide tryout experiences in the school, around the home and in the community.)

Chart #7: "Training for the Vocation" (Show the approximate proportion of time which should be devoted to General Education and Vocational Education and Guidance for large majority of students in the secondary schools.)

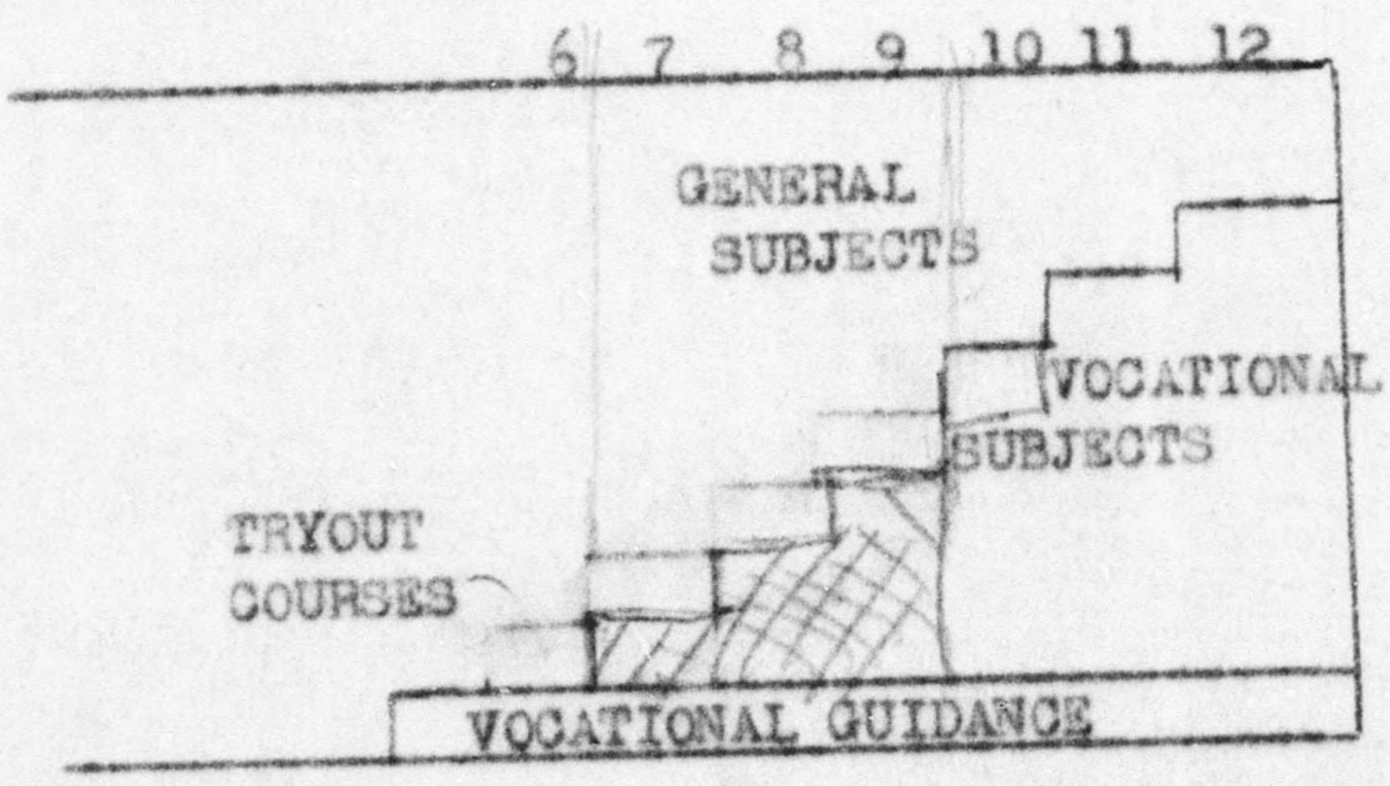

Chart #8: "Counselling, Placement, and Follow-up"

a. Show the counsellor having an individual conference with a student in the counselling office.

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b. Counsellor introduces student to employer.

c. Visiting student on the job.

Chart #9: "How to Start a Vocational Guidance Program" (List the following.)

1. Establish an Advisory Committee on Vocational Education and Guidance.

2. Study vocational needs of community.

3. Select and train teachers and counsellors.

4. Develop courses based on needs.

5. Provide placement services.

6. Provide ~~following~~ follow up services.

Chart #10: "Other Groups to Be Served" (List the following)

1. Unemployed men and women

2. Out-of-school Youths

3. Physically handicapped

4. Apprentices

5. Part time Cooperative Students

6. Foremen and Supervisors

7. Repatriates and Exservicemen.

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Tanaka, Kanichi
(Chief Director of Vocational Guidance Association)

Nakamura, Shin-ichi
(Chief of the Secondary Education Section, Mombushō)

Sakamoto, Hikotarō
(Chief of the Elementary School & Youth School Section, Mombushō)

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NEW MIDDLE SCHOOL VOCATIONA GUIDANCE EDUCATION LEADING TEACHERS' CONFERENCE:

Purpose:

With enactment of the New Education System, vocational guidance education has become important at every level of educationa system. This is especially the case with the New Middle School. This subject has been newly introduced as a subject so important as to decide a character of new middle school.

Consequently, it is undoubtedly urgent and important to foster teachers competent in this field. Hence, this conference, as a phase of Re-education program of New Middle school. teachers.

Date: Aug. 11------Aug. 30, '47.

Attend. : 120.

Qualification for attendance:

a. Vocational guidance teachers of new middle school.
b. Principal of new middle school, teaching social study or vocation.
c. Psychology or Pedagogy teacher of normal school or youth normal school.

Number of representatives by Prefecture:

Prefecture	Normal school teacher	Middle school principal or teahher.	Total
Toyama	2	2	4
Ishikawa	2	2	4
Gifu	2	2	4
Shizuoka	3	2	5
Aichi	3	2	5
Mie	2	2	4
Shiga	2	2	4
Kyoto	2	2	4
Osaka	3	2	5
Hyogo	2	2	4
Nara	2	2	4
Wakayama	2	2	4
Tottori	2	2	4
Shimane	2	2	4
Okayama	2	2	4
Hiroshima	2	2	4
Yamaguchi	2	2	4
Tokushima	2	2	4
Kagawa	2	2	4
Ehime	2	2	4
Kochi	2	2	4
Fukuoka	3	2	5
Saga	2	2	4
Nagasaki	2	2	4
Kumamoto	2	2	4
Oita	2	2	4
Miyazaki	2	2	4
Kagoshima	2	2	4
TOTAL	62	58	120

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SCHEDULE (draft)

DAY	0900-----1000	1000-----1200	1300-----1600
Aug. 11, Mon.	Opening	Human life & vocation by Yatabe.	Characteristic of New Mid. School by Morita.
12, Tue.	Characteristic of New M.S. by Morita.	-	Youth psychology & vocational guidance by Nogami.
13, Wed	Factory Safety Law & Vocational guidance by S. Suzuku.	-	Modern industry & vocational status quo by Kato.
14, Thu.	Special lecture By Moss.	-	Special pecure by Macboy. (Free discussion)
15, Fri.	Vocational Guidance. by Awaji.	-	
16, Sat.	Constitution by ———	Labor standard law. by Nakamura.	
17, 18, Mon.	Vocational guidance in school by Aoki	-	Educational investigation by Otomo. (Free discussion)
19, Tue.	ditto	-	
20, Wed.	(Field trip) school & Vocation Security Office.		
21, Thu.	Outline of vocational education by Yamaguchi.	-	Selection of school by Suzuki. (Free Discussion)
22, Fri.	Intellegence test by Sumita.	-	
23, Sat.	Personality psychology by Endo.	-	
24, 25, Mon.	Outline of clinic psy. by Sonohara.	Vocational guidance of the feebleminded. By Moriya.	Theory & practice of voc. guidance by Tadera.
26, Tue.	Ability test by Shimazu	Professional disease & Physical examination	Practice in the Child' pital.
27, Wed.	Vocational guidance of the wounded.	Woman & Vocatio by Tachibana	Vocational analysis by Ohashi.
28, Thu.	Vocational investigation by Ito.	-	Personality investigat by Onishi.
29, Fri.	(Field trip) Factories.		
30, Sat.	Labor problems by Sumiya.	-	

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寫

文部省主催新制中等校職業指導幹部教員養成講座

要領

一、趣旨

新学制の實施に伴ない職業指導教育は凡ての教育段階において重要な使命を持つことゝなつたが、特に新制中等校においてはその性格上徹底した職業指導教育が行われる必要がある。即ち職業科に於ける職業指導の課程は新制中等校の性格を決する重要な教科内容として新しく生れ出たものである。随つてこれが指導に當る教職員の養成は極めて緊急且重要であるが、とりあえず新制中等校教員再教育計畫の一環として職業科教員を中心とする職業指導教員養成講座を開設せんとするものである。

二、開設期間

昭和二十二年八月十一日より同月三十日迄

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生れたものである。隨つてこれが指導に當る教職員の養成は極めて緊急且重要であるが、とりあえず新制中等学校教員再教育計畫の一環として職業科教員を中心とする職業指導教員養成講座を開設せんとするものである。

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二、開設期間

昭和二十二年八月十一日より同月三十日迄

三、受講人員

一二〇名（各都道府縣割當）

四、受講資格

イ、新制中等学校職業科、職業指導擔任教員

ロ、新制中等学校長、職業科、社會科擔任教員

ハ、師範学校及び青年師範学校の心理、教育、實業科目擔任教官

以上

土山納

職業指導幹部教員養成講座受講者府縣別割當表

一、京都會場　一二〇名（京大文学部第一教室）

會場	府縣名	師範學校及青年師範學校教授	中等學校長又ハ教諭	計
京都會場	富山	二	二	四
	石川	二	二	四
	岐阜	二	二	四
	静岡	三	二	五
	愛知	三	二	五
	三重	二	二	四
	滋賀	二	二	四
	京都	二	二	四
	大阪	三	二	五

會場	府縣名	師範學校及青年師範學校教授	中等學校長又ハ教諭	計
	兵庫	二	二	四
	奈良	二	二	四
	和歌山	二	二	四
	鳥取	二	二	四
	島根	二	二	四
	岡山	二	二	四
	廣島	二	二	四
	山口	二	二	四
	徳島	二	二	四

府縣名	師範學校及青年師範學校教授	中等學校長又ハ教諭	計
香川	二	二	四
愛媛	二	二	四
[illegible]知	二	二	四

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会場

三重	二	二	四
滋賀	二	二	四
京都	二	二	四
大阪	三	二	五
岡山	二	二	四
廣島	二	二	四
山口	二	二	四
徳島	二	二	四
香川	二	二	四
愛媛	二	二	四
高知	二	二	四
福岡	三	二	五
佐賀	二	二	四
長崎	二	二	四
熊本	二	二	四
大分	二	二	四
宮崎	二	二	四
鹿児島	二	二	四
計	六二	五八	一二〇

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講習日程表（決定的なものでない）

月日	曜	八、〇〇—一〇、〇〇	一〇、〇〇—一二、〇〇	一、〇〇—四、〇〇
八、一一	月	開講式	天野 人間生活ト職業	森田 新制中学ト性格
一二	火	森田 新制中学ト性格	仝上	野上 青年心理ト職業指導
一三	水	鈴木俊 職業安定法ト職業指導	仝上	加藤 現代産業ト職業ノ実情
一四	木	特別講義 モス		特別講義 マクポイ
一五	金	淡路 職業指導論	仝上	自由討論
一六	土	（未定）憲法	中村 労働基準法	
一八	月	青木 学校職業指導	仝上	大伴 教育調査
一九	火	青木 仝	仝上	自由討論
二〇	水	学校見学		職業安定所見学
二一	木	山口、職業教育概論	仝上	鈴木治 進学指導論
二二	金	倍田 知能検査	仝上	自由討論
二三	土	遠藤 個性心理学	仝上	
二[illegible]	[illegible]	[illegible]	[illegible] 精神薄弱児ノ	田寺 職業相談ノ理論ト実際

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一八	月	青木 学校職業指導	仝上	大伴 教育調査
一九	火	青木 仝	仝上	自由討論
二〇	水	学校見学		職業安定所見学
二一	木	山口，職業教育概論	仝上	鈴木治 進学指導論
二二	金	富田 知能検査	仝上	自由討論
二三	土	遠藤 個性心理学	仝上	
二五	月	園原 臨床心理学概説	守屋 精神薄弱児ノ職業指導	田寺 職業相談ノ理論ト実際
二六	火	島津 性能検査	職業病、身体検査	児童院実習
二七	水	中山 傷痍者ノ職業指導	橋 女子ト職業	大橋 職業分析
二八	木	伊藤 職業調査	仝上	大西 性格調査
二九	金	工場見学		
三〇	土	佐谷 労働問題	仝上	

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土山納