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SOCIAL WELFARE EDUCATION IN JAPAN

PUBLIC HEALTH AND WELFARE TECHNICAL BULLETIN

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1. General

a. Situation in Japan

There are two important facts to be recognized concerning formal education for social work in Japan: (1) attempts have been made in the past to develop formal educational programs, and (2) established programs have been limited in scope. In order to understand the present situation, it is necessary to consider previous experience with social work education in Japan since some of the developments have been different from experience in other countries. Although the formal programs have been limited, they have operated in the past and it is hoped will provide a sound basis for possible future developments. It would not be sound to either ignore past experience or to give undue emphasis to these older programs. In this bulletin an attempt will be made to present briefly what previous Japanese programs have been.

b. Necessity of Formal Education

In the growth of formal education for any profession it is usually possible to recognize three stages of development. These three types of training may be labeled: (1) apprenticeship, (2) short courses including institutes and conferences and (3) formal education. All three types may be used at the same time or only one or two of the methods may be used.

The earliest training program is usually "on the job" or apprenticeship under which a new employee learns his job while working. Frequently this type of "on the job" training is found to be not entirely adequate to give employees sufficient information and training to do their work. In order to supplement instructions and information provided to employees by means of regular supervision, it is usually found advisable to hold "short courses", conferences and institutes. For example, new employees may be given an orientation course lasting a week or longer before they actually begin working. The main characteristic of this type of training program is that the persons attending are employed and are being paid. Under the apprenticeship plan the employees are learning while working, but under the second type of program they are actually "off the job" while attending classes or conferences.

The third type of training program is formal education by which is meant classes attended by persons who are usually not employed. When a particular

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vocation develops a definable body of knowledge which can be transmitted to others through formal education, it is usually found advisable to establish a "training school" for the purpose of preparing persons who wish to enter a particular profession such as social welfare. In many cases training schools are established which are not affiliated with a university or college. The need for such separate training schools is usually first recognized by the members of a particular profession and not by universities. The establishment of such schools results from the interest of working persons who recognize the need for better preparation for those entering the profession. The cooperation of university personnel is frequently available but the impetus for the creation of formal educational programs comes primarily from the field. When separate schools have developed a definite curriculum, and have demonstrated a genuine need for the type of training being given, ultimately it is found advisable for the course of study to be provided as a part of the regular curriculum of a university. Such affiliation usually results in broadening the education of persons preparing for a particular vocation and makes possible a better correlation between preparatory training and the technical education which is subsequently secured. The ultimate goal is, therefore, university training, but this cannot be expected until the basis for such training is adequately developed.

A final stage is the recognition of the necessity of utilizing all three methods of training; in-service, short courses and formal education. At any stage of development there is usually an emphasis on the one particular method of training and the other methods are neglected. The ideal situation, of course, is a rounded education and training program with balanced emphasis on in-service training, off-the-job training in conferences and institutes and formal education in schools and colleges. The establishment of universities and training schools cannot be expected to eliminate the need for adequate supervision and an adequate in-service training program. The ultimate goal is the stage where proper, but not undue emphasis, is placed on all methods of preparing and aiding persons engaged in social welfare work to do their work effectively.

In Japan it appears that social work training and education is now emerging into the era of formal education. There have been attempts in the past to establish formal education but such specialized education has not become a part of the curricula of the regular universities. There was a definite trend in Japan in this direction following the first world war which is indicated by an increased number of students in the universities who were taking courses in sociology as preparation for the field of social work. There was a decline in interest in social welfare education about 1930, although welfare and related programs were developing rapidly. For example, the Poor Relief Law was passed by the Diet in 1929, and appropriations began in 1932; the Ministry of Welfare was created in 1937 and began operations in 1938. That there was not a larger number of students has been ascribed to: (1) The fact that the social work field was not promising to ambitious young men who were educated to attach a high value to social status; (2) since about 1929 there was in Japan a suppression of democratic ideas and a resulting fear of anything related to the word "social".

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It appears that at present in Japan the former interest of universities in social welfare and related fields has revived somewhat and it is believed that training for social welfare will eventually become a part of the curricula of many universities. It is hoped that this development will be stimulated by the Social Work Education Committees established in Tokyo and Osaka. While this development is in process, it will be important to emphasize that formal education will not be the solution to all welfare programs. Continuing attention will need be given to the maintenance and development of in-service, on-the-job training programs and to the establishment of effective institutes and conferences for social workers following formal training.

2. University Training

a. Japanese organization

In order to understand previous attempts in Japan to establish social welfare education it is necessary to comprehend the former educational system. The years of education were based upon a 6-5-3-3 plan: primary school-six years; middle school - five years; "higher school" - three years and university - three years. A university graduate, therefore, received a total of seventeen years of schooling. Specialized training was usually not offered during the middle school years, but there were many technical colleges called "Sommon Gakko" which provided three years of training for graduates of middle school.

The education provided by the Sommon Gakko was primarily intended to be "terminal" education in that students attending did not usually plan to continue their schooling beyond the 14th year. This type of education was subject to criticism since it was provided to students who had only eleven years of schooling and lacked sufficient academic background to prepare them for professional or technical education.

The private universities admitted students who had completed a three year preparatory course usually called "Yoka" which is a part of the university. Graduation from a middle school was required for admission to a preparatory course. In other words the university offered a six-year curriculum consisting of three years of preparatory work (Yoka) and three years of study in the university proper. The public universities, formerly called "Imperial" universities, admitted graduates of the three year "higher schools" on the basis of competitive examinations. Most of these higher schools were public but a few were private. It is to be noted that the "higher schools" (koto-gakko) were on the same level as the technical colleges (Sommon Gakko) and the preparatory course (Yoka) of the private universities; that is, there was a three-year curriculum at the 12th, 13th and 14th years.

The new system of education for Japan will provide education on a 6-3-3-4 plan. Under this plan of organization, it is expected that some of

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the technical colleges (Sommon Gakko) will be discontinued while others will become universities (Dai Gaku). The new system will also require changes in the curricula of universities. The development of plans for professional education must be done with consideration with the basic changes taking place in the educational system.

b. University Experience.

There are at least twelve universities in Japan which offer courses in sociology which include lectures concerning social welfare problems and organizations. Four technical colleges (Sommon Gakko) including the Japan School of Social Work, offer formal social work education. It is estimated that a total of 750 students are presently enrolled in these four colleges. A total of forty-eight (48) women's colleges in Japan offer welfare, child care or a combination of health and child care courses. Four colleges offer a welfare course, 27 offer health courses, two have child care courses while fifteen offer a combined health and child care course. These courses are intended to train public health nurses. A list of universities and colleges offering some social work training is set forth in Inclosure 1.

c. St. Lukes Hospital

At the St. Lukes Hospital's College of Nursing, in Tokyo, subjects such as social aspects of nursing care and the social case work approach to nursing care are included in the curriculum. Student nurses are required to take field work training in the Social Service Department of St. Lukes Hospital. The students who plan to become public health nurses take more of those subjects related to social work than other students.

d. Sociology Courses

The development of courses of study concerning social work frequently are related to the study of sociology. Educational training in sociology, as well as in the other social sciences, frequently precedes the establishment of social work training and indicates to some extent the interest of universities in social welfare problems. Tokyo University established a sociology course in the Literature Department in 1886. Nippon University in 1920 offered a sociology course in the Law and Literature Department and Doshisha University, Kyoto, began such a course in the Literature Department in the same year. Rissho University in 1924, Koyasan University in 1926, Toyo University in 1928 and Kansai Gakuin University in 1932 established sociology courses in the Literature Departments of their universities. In addition to the universities there were various colleges which established separate courses of study related to social work. The Japan Women's College in 1921 began a welfare course in the Home Economics Department; Meiji Gakuin started a social course in 1921; the Teachers' College of Wasoda University began a social education course in 1946.

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3. Japan Social Work School

a. Previous Training Course

An example of earlier interest in Japan in specialized training for social welfare is the education program carried on by the Japan Social Work Association. For a period of eighteen years, from 1927 to 1944, the association conducted a training school in Tokyo which was usually attended by ten persons each year. The association annually selected a group of young men and women who were recently university or college graduates and provided them with an additional year of specialized training. A total of approximately 180 persons completed this training course, many of whom are now engaged in social work in Japan. The program was discontinued in 1944 because of the war.

b. Establishment of School

In 1946 it was recognized that the sound development of welfare programs must include formal training for social welfare work. Under the sponsorship of the Ministry of Welfare, a welfare education committee was appointed in July 1946 for the purpose of studying the situation and making recommendations. This committee consisted of representatives of the Ministry of Welfare, the Ministry of Education, public and private universities, members of the Diet, social welfare agencies and organizations. In accordance with the recommendations of this committee, the Japan School of Social Work was established in November 1946 under the management of the Japan Social Work Association. Although the school is operated by the Association, it is sponsored and largely financed by the Ministry of Welfare. Housing facilities for the school were greatly improved when in January 1948 the school moved into the former Naval Museum located at 226, 3-chome Haraguku, Shibuya-Ku, Tokyo.

c. Graduate Course

The school offers a one year post-graduate course of study for college or university graduates or those who have had at least three years of experience in social work. The student must have completed at least middle school. This course is not accredited by the Ministry of Education at this time since there is no basis for such accreditation.

d. Regular Course

The three-year course of study offered by the school is opened to any middle school graduate and is known as the "regular course". On the basis of this course of study, the school was approved by the Ministry of Education in March 1947 as a Technical College (Senmon Gakko). It was considered necessary to offer this regular course to persons with only middle school education (eleven years of schooling) because it was thought that

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students with more adequate academic preparation would not be interested in entering the school. Three years of study for such students is considered necessary since the students have a limited academic background. Graduates of the three year "regular" course can be admitted to the one-year "post graduate" course without examination.

e. Entrance Procedure and Costs.

Students enter the school in April of each year and are selected on the basis of written, oral and physical examinations. It is expected that a total of one hundred (100) students will enter the school in April 1949 - fifty students will be admitted to the graduate one-year course and fifty more to the three year "regular" course. (Applications for admission should be sent to: Japan School of Social Work, 226, 3-chome, Harajuku, Shibuya-ku, Tokyo).

Tuition for the school is twelve hundred yen (¥1,200) per year for both the three year and the one year courses. Limited dormitory and boarding facilities are available at the school. In June 1948 the cost of board at the school was 25 yen per day or 700 yen per month, but it is expected that this charge will have to be increased because of increasing food costs. It is estimated (June 1948) that the average total expenditure by each student is three thousand (¥3,000) yen per month or a total expenditure of ¥30,000 per student for the entire school year (ten months at ¥3,000 per month). In the past many students have entered the school and have subsequently found it necessary to drop out for financial reasons. Many students attempt to support themselves by means of part-time employment, but in many cases outside work has prevented the student from giving sufficient time to his studies.

Scholarships amounting to ¥3,000 per year are provided by the school for a total of five students. In some cases a half-scholarship amounting to ¥1,500 per year is provided. Such scholarships, of course, merely enable the student to pay tuition. Some prefectural government have found it advisable to provide scholarships for promising employees who wish to secure further social work education. It is expected that more students will be able to enter the school in April 1949 by means of scholarships provided by the prefectural governments.

f. Previous Graduates

The first class of students entered the school in November 1946; a total of 52 students, including four women, began the one-year course at this time. Of these 52 students a total of 38, including three women, were graduated on 6 October 1947. Thirty-three of these students secured employment in various social welfare agencies, while the others continued their education, or did not accept social work employment because of illness or personal reasons.

In April 1947 a second group of students, totalling forty began the one-year course. Of this number a total of twenty-three, including four women, were graduated on 26 March 1948. This means that a total of sixty-one persons, including six women, have completed the one-year course.

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In June 1947 the first group of students to enroll in the three-year course entered the school. A total of 52 students, including two women, began the three-year course at this time. This class began their second year of study in April 1948. As of 1 July 1948, this class included only 26 students or one-half of the total who entered. Most of the students who dropped out did so because of financial difficulties.

In April 1948 two new groups of students entered the school. Forty students, including thirteen women, constituted the third class to begin the one-year course. The second class to enter the third year "regular" course totalled sixty-one, including ten women. This means that in July 1948 there was a total of 127 persons attending the school full time: forty in the one-year course, twenty-six in the second year of the regular course and sixty-one in the first year of the regular course. In addition a total of eighteen students who are employed in welfare agencies are taking courses as auditors.

Although a total of sixty-one students have been graduated from the one year course, it is to be noted that a large number of students have entered the school and have dropped out. Various studies have been made to determine the cause of this situation and it has been determined that the main reason is economic. Efforts are being made to insure the more careful selection of students and to make it possible for capable students to stay in school.

g. School Committee (Unei-iin Kai)

Although the school is operated by the Japan Social Work Association, a committee has been appointed which is responsible for developing and adopting policies regulating the operation of the school. This committee or board consists (as of 1 July 1948) of the following persons: Mr. Y. Kasai, Vice-Minister of Welfare; Mr. K. Matsuoka, President, House of Representatives Mr. Y. Yonehara, Chief, Sommon Education Section and Mr. K. Komada, School Inspector, Ministry of Education; Mr. K. Okochi, Professor, Tokyo University; Mr. T. Wakabayashi, Professor, Meiji Gakuin; Mr. T. Namae, President, Hakuiuji Kai (White Cross Association); Mrs. S. Moshimi, Chief, Child Care Section, Children's Bureau; Mr. S. Imaoka, Principal, Seisoku High School; Mr. K. Nanio, Former Vice-Home Minister; Mr. Kimura, Research Committee, House of Councillors; Mr. T. Hara, President and Mr. T. Kishida, Director, Japan Minsei-iin Federation; Mr. S. Saito, President, Repatriation Relief Board; Mr. H. Aoki, Director and Mr. T. Akagi, Vice-Director, Mr. K. Maki, Mr. S. Tamigawa, Japan Social Work Association; Mr. C. Kimura, Chief, Social Affairs Bureau, and Mr. T. Kojima, Chief, Children's Bureau, Ministry of Welfare; Mr. I. Yasuda, Chief, General Affairs Section, and Mr. M. Takata, Chief, Accounting Section, Ministry of Welfare; Mr. R. Mizuno, Chief, Mr. S. Matsumoto, and Mr. Y. Hayasaki General Affairs Section, Social Affairs Bureau, Ministry of Welfare.

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h. Faculty and Staff

Most of the faculty of the school consists of part-time instructors who are either employed in a welfare agency or are teaching in other universities or colleges. Full time members of the faculty are: Mr. K. Imaoka, Professor and Director of the School; Mr. Y. Yamasaki, Professor, Mr. M. Ogawa, Professor; Miss Y. Gomi, Professor; Mr. Y. Nakamura, Assistant Professor; Mr. Y. Washitani, Assistant Professor. One of the reasons for establishing a separate school of social work, rather than relying upon the established universities, was to secure specialists in the various fields of social welfare as part-time faculty members. It appeared that no one university had a sufficient number of instructors in the field to provide a complete curriculum and it would be advisable to establish a separate school which could secure instructors from both universities and welfare agencies.

i. Library Facilities

Students of the School of Social Work use the library operated by the Social Work Research Institute of the Japan Social Work Association which is now housed in the same building as the school. This library contains approximately 30,000 volumes mainly on social welfare and related subjects and is regarded as one of the most complete libraries of its kind in Japan. In addition to the books and periodicals published in Japanese, the library contains a large number of social work publications from the United States and other countries. The library is also used by staff members of the Japan Social Work Association, Social Work Research Institute, Minsei-iin Federation and Ministry of Welfare officials.

4. Training Course for Juvenile Delinquent Workers (Kyogo Jigyo Shokuin Yosei Sho).

a. General

An Important institution in Japan providing specialized training for persons engaged in or preparing for juvenile delinquency work is Musashino Gakuin located at: Daimnon-Mura, Kita-Adachi-gun, Saitama-ken. A formal one-year course of study as well as an in-service training program is provided by this school. The primary purpose is to provide training for employees of Juvenile Training and Education Homes (Kyogoin). The school is operated in conjunction with the Musashino Gakuin (Home for Juvenile Training and Education) which is a national institution operated by the Protection Section, Children's Bureau, Ministry of Welfare. Dr. N. Aoki is superintendent of both school and the home for juveniles.

b. History

In 1919 a training institute for workers of Homes for Juvenile Training and Education (Kyogoin) was established by the Home Ministry. A six months training course was offered to persons who were middle school graduates.

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The institute operated for a period of three years, when it was discontinued because of the lack of funds. During this three year period there was a total of 45 graduates. Intermittent "lecture meetings" were held by the Reformatory Education Society. These lecture meetings were not a regular course of study but intended to assist persons working in juvenile institutions (Kyogoin), until a forty days training course was established in 1939. This training course was discontinued during the war. The new training program was begun in 1947 under the direction of the Ministry of Welfare.

c. One-year Course

The aim of the one-year course of study is not limited to employees of Homes for Juvenile Training and Education (Kyogoin) but is also aimed to provide training for any person engaged in child welfare work (such as child welfare officials and other employees of child welfare sections of prefectural departments of welfare). The training course includes rather intensive field work experience besides lectures and observation trips.

d. In-Service Training Course

Any person who has been engaged in reformatory work for at least two years and recommended by the prefectural governor may be admitted to the school for in-service training. Persons may also be admitted to the training course by the Superintendent of the school. Persons taking this training course remain on the payroll of the institution where they were formerly employed. Dormitory facilities are provided free of charge, but a charge of ¥22 per day is made for board. The length of time the person remains at the school depends upon the individual student, but usually is between two and six months. The training course includes lectures and observation trips.

Before entering the school an application is submitted stating the phases of reformatory work in which the applicant is interested. The student stays at the school long enough to complete this study project. Applications may be submitted at any time and should indicate when the applicant wishes to begin the course. A maximum of fifteen students may be admitted at one time. In June 1948 there were only two students taking the course. This in-service training program is designed primarily for persons employed in Homes for Juvenile Training and Education (Kyogoin).

5. Social Work Education Committees

a. Purpose

In order to develop a sound plan for the establishment of more adequate academic preparation for social welfare, it was necessary for persons in welfare agencies and educational institutions to mutually consider their problems. The Japan School of Social Work was created to provide specialized training as quickly as possible since there was an immediate need for trained

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personnel and it would take time for the universities to develop more adequate curricula. It was hoped, however, that the establishment of a separate school would not delay the universities in providing more adequate academic preparation for social welfare. During the summer of 1947 a group of persons from various universitites and welfare organizations in Tokyo held a series of meetings. Most of these persons had extensive experience in welfare work in Japan and some were familiar, as a result of visits to the United States, of the programs of professional social work graduate schools in that country. During these meetings the matter of developing social work education was considered and definite recommendations were drafted to be presented for consideration by university personnel.

b. Tokyo

The need for continuing consideration of the problems of social work education was recognized and in September 1947 a Japan Social Work Education Committee (Nippon Shakai Jigyo Konwa Kai) was organized under the sponsorship of the Japan Social Work Association. This committee consists of representatives of universities and welfare agencies. The committee meets once a month to discuss problems related to curricula in social welfare in universitities and related matters. It is expected that through this committee more specific recommendations can be made to universities which will be based upon sound academic standards and provide students with adequate training to prepare them to enter the social work field.

c. Kansai Area

There has been a great deal of interest in the Osaka-Kyoto-Kobe area in the development of education and training programs to prepare persons more adequately for social welfare work. Since it was impractical for representatives of this area to attend regular meetings in Tokyo, a separate group was formed consisting of representatives of universities and welfare agencies in these prefectures. The first meeting, called by the governor of Osaka Prefecture, was held in November 1947. Following this preliminary meeting a general meeting was held in December 1947 and attended by representatives of universities and welfare agencies. Action was taken to formally organize the Kansai Social Work Education Committee and to hold regular monthly meetings. Through sub-committees in Kyoto, Kobe and Osaka an attempt has been made to consider the problems of university and college curricula and to develop definite recommendations to present to universities. Due to the fact that the establishment of curricula is recommended that a one-year training course be established in the Kansai Area. This will be regarded as a temporary course which will continue until universities are able to prepare students for the field of social welfare.

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6. Osaka School of Social Work

As a result of the recommendation of the Kansai Social Work Education Committee, definite plans have been made for a school of social work to begin operations in Osaka in September 1948. A one-year graduate course in social work will be offered for a maximum of fifty students. Any person in Japan is eligible to be admitted to the school but it is expected that most of the students will come from the Kansai Area and western Japan. The course of study will be similar to the one year graduate course being offered by the Japan School of Social Work in Tokyo. The school will be located in the building formerly known as the Osaka Kyojo Kaikan (now the Osaka Social Welfare Hall - Shakai Kan) located at 2 Tojima-cho, Higashi-ku, Osaka City.

7. General Problems

a. There are several specific problems which have arisen during the establishment of plans for expanding training for social welfare work. Some of these problems are not peculiar to the welfare field but also affect other professional fields. No complete answer to these questions has as yet been discovered.

b. Specialized School. In connection with the creation of the Japan Social Work School the most perplexing problem is whether separate schools of social work should be established or whether the already established colleges and universities should be relied upon to supply persons with sufficient academic training to do welfare work. In the Kansai Area a similar question arose and it was finally decided that what was needed was a separate training school for the present and that further efforts should be made to encourage the development of more adequate courses of study within the universities.

The general attitude toward Technical Colleges (Semmon Gakko) has been that such specialized schools should be eliminated and if they are to continue to operate, they should become regular universities (Daigaku). A separate school was created in Tokyo because it was recognized that it would take a long time to establish in regular universities curricula which would prepare students for the welfare field. It would be preferable to have the school affiliated with an established university but to-date such affiliation has not been possible. It is hoped that the Social Work Education Committe established in Tokyo and Osaka will continue to study the matter of academic preparation for sound welfare work and secure the establishment of curricula which will provide more adequate preparation.

c. Specialized Training

A fundamental question has been as to the advisability of providing training for students who have had a limited education. Specialized technical or professional training should not be provided at too low a level; it would be preferable for students to secure a broad, balanced education.

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It has been recommended that as a general rule, specialized training be offered to the student who has at least 14 years of academic training. This recommendation is based upon the assumption that if a student who wishes to enter the field is able to secure not more than 14 years of schooling, it should be general and not technical training. For employees in public and private welfare agencies who have less than 14 years of schooling, it will be necessary to provide an adequate in-service training program which will enable the new employees to secure specialized knowledge while on the job.

d. Level of Education

This problem is inter-related with the matter of specialized training. The basic problem lies in the fact that neither public nor private welfare employment offers financial and other remuneration sufficient to attract young persons who are able to complete university training. Students who are able to secure seventeen years of education usually decide to enter other fields. A partial solution to the problem will be the establishment of more scholarships for students who wish to enter welfare work. At the same time efforts must be made to make welfare positions more attractive and secure financially so that more young persons will be interested in this type of professional work.

e. Scholarships

For the purpose of providing better personnel for welfare work, it seems advisable that welfare agencies, both public and private, provide scholarships for persons who wish to secure education in social work. Such a system would provide education for persons who have been employed for a period of time and would enable them when deemed advisable to return to school. In many cases, however, persons employed by welfare agencies do not have sufficient previous academic training to enable them to enter the universities at a high enough level.

Also, education officials maintain that the awarding of scholarships should be done by the universities and not be controlled by outside persons. In any case it seems clear that the educational institution must establish and carry out their own admission policies and should not be influenced to admit students because they have been granted a scholarship by a welfare agency. These problems may be resolved through compromises and diverse approaches. It appears, however, that it will be necessary for welfare agencies, both public and private, to make it possible for young persons to secure more adequate education and training either by granting scholarships or leaves of absence (education leave) with pay. The underlying problem is in securing a recognition on the part of welfare agencies that they should employ persons who are qualified by education to perform their duties. Until there is a general acceptance of the importance of adequate formal education as basic preparation for welfare work, there cannot be a sound development of social work education or welfare programs.

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f. Additional Schools

The suggestion is frequently made that more schools of social work should be established in Japan since there is a great need for trained welfare personnel. At the present time, however, it does not appear advisable to start more independent schools of social work. To use the limited resources available, to begin more schools would probably result in "spreading thin" the resources and hinder the development of sound programs in the two schools now authorized. It will be sounder to use any funds available for social work education to support the schools now established in the two largest metropolitan areas in Japan, Osaka and Tokyo. Such funds can be used to provide scholarships to enable promising young persons to attend these two schools. At the same time it is expected that the regular universities and colleges will expand their curricula so that present students will secure a broader education which will provide a better basis for subsequent specialized training. Eventually the universities should be able to also provide the specialized training needed by persons who intend to enter the field of social work.

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COLLEGES AND UNIVERSITIES IN JAPAN WHICH OFFER COURSES OF STUDY IN SOCIAL WELFARE OR RELATED SUBJECTS

Note: It is the purpose of this statement to list all colleges and universities in Japan which now offer courses in social welfare or related subjects. Also included are some schools which are not offering courses at present but have indicated an interest in developing this type of curriculum. Information available is probably not complete in many instances.

1. Japan University

Address: Misaki-cho, Chiyoda-ku, Tokyo.

A private university with no religious affiliation.

A sociology course in the Law Department and a religion course in the Literature Department include subjects related to social work. Subjects given in the sociology course include outline and history of sociology, economics, criminal and civil law, social legislation, social work and statistics. The religion curriculum includes courses called: Introduction to sociology, social work, psychology, economics, protection of children, criminal and civil law, and social problems.

2. Komazawa University

Address: Fukazawa-cho, Setagaya-ku, Tokyo

A private Buddhist University

Subject related to social welfare are included in the sociology course in the Literature Department and also in the Buddhist course in the Technical College (Semmon-bu). Subjects offered include: sociology, applied sociology, social policy and welfare work.

3. Taisho University

Address: Nishisugamo-machi, Toshima-ku, Tokyo.

A private Buddhist University.

Interest in establishing formal study of social work in Taisho University began in 1917 when a Professor Yabuki returned from a trip to Europe and the United States where he observed social work activities. There was established in the university a Social Work Research Laboratory (Shakai Jogyo Kenkyu Shitsu) in cooperation with a Buddhist social work study group which had been organized in 1912. In 1918 a social work exhibition was held and scholarships were granted to students who wished to study social work. In 1921 a course of social work was established. In 1926 the social work course was included in the Buddhist course of the Technical College (Semmon-bu). Subjects offered included:

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Sociology, Child psychology, criminal psychology, family system, outline of social work, social policy, and children's welfare work. In 1935 the social work curriculum lost its independence but a few courses in the field continued to be taught in the Buddhist course. Toward the end of China-Japanese war the name of the course was changed to "Welfare Work" course. The university plans to reestablish a social work course. It is hoped it will be inaugurated as an applied sociology course which will include practical subjects related to this field. Similar subjects will be taught in the Technical College (Semmon-bu). The difficulty of securing a "chief professor" has postponed the establishment of an independent course, but the plan of giving lectures on subjects related to social work has been started.

4. Rikkyo (St. Paul's University).

Address: Ikebukuro, Toshima-ku, Tokyo

A private Episcopal University

The university is composed of a literature and an economics department. The Economics Department offers courses in business administration and economics. The Literature Department has courses in Christian studies, English and American literature and sociology. The sociology course includes subjects related to social welfare. Related courses taught include. Vocational guidance, social psychology, social agencies, labor movement and labor unions.

5. Toyo University

Address: Haramachi, Koishikawa, Bunkyo-ku, Tokyo

A private Buddhist University.

A sociology course is given in the Literature Department. Information concerning social welfare matters is said to be included in this course.

6. Kansai Gakuin University

Address: Uehara, Nishinomiya, Hyogo-ken

A private Christian University

A sociology course is offered in the Literature Department and includes some information concerning social welfare. Plans are being developed for the expansion of social welfare curriculum.

7. Koyasan University

Address: Koya-cho, Koyasan, Ito-gun, Wakayama-ken

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A private Buddhist University.

As far as is know this University does not offer any social welfare courses at present but is considering the establishment of such a curriculum.

8. Ryukoku University

Address: Inokuma, Hichijo, Shimogyo-ku, Kyoto.

A private Buddhist University

9. Otani University

Address: Karasuma Gashira Kamigyo-ku, Kyoto

A private Buddhist University.

Subjects related to social work are offered in the Literature Department. There is a sociology course for third year students of the Technical College (Semmon-bu).

10. Keio University

Address: 2-chome, Shiba Mita, Minato-ku, Tokyo

A private university without any religious affiliation.

Subjects related to social work including social research, social planning, housing problems and community organization are given in Economic's Department.

11. Tokyo University

Address: Motofuji-cho, Bunkyo-ku, Tokyo.

This is a government university with no religious affiliation.

Subjects related to social work are taught in the sociology course of the Literature Department.

12. Rissho University

Address: 4-chome, Higashi Osaki, Minato-ku, Tokyo

A private Buddhist University

Subjects related to social work are given in the sociology course in the Literature Department and in the religion course in Technical College (Semmon-bu). Outline of sociology, history of sociology, outline of economics, outline of welfare work, social investigation, social policy, statistics, history of economics, are some of the subjects offered.

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13. Doshisha University

Address: Higashi Iru Karasuma Imadegawa, Kamigyo-ku, Kyoto

A private Christian University

Sociology courses in the Literature and Theology Departments include subjects related to welfare work. The subjects offered in the sociology course include sociology, welfare laws, social hygiene, social problems, social psychiology, industrial psychiology, the principles of administration of welfare work. The Theology Department teaches sociology, social philosophy, political science, principles of economics, principles of social work and history of Christian social work.

14. Meiji Gakuin

Address: Imasato-cho, Shirogane, Minato-ku, Tokyo.

A private Christian university.

a. A "social course" designed to train young men for work in government social bureaus and private social service agencies was inaugurated in the college in 1928. This was a three year course given to students who had completed middle school between 1931 and 1943, a total of 157 students were graduated. There was a total of twelve students in the first graduating class and fourteen in the second. Six graduates from each of these classes went into social work. In 1937 there were 56 graduates but only six were engaged in social work. In 1941 of the total of 96 graduates, only 25 were engaged in social work, proper, ten were in labor administration and 21 in journalism. When the "social course" was called a "Welfare Course" beginning in 1942, and subjects related to the welfare of the general public were taught, the number of applicants greatly increased.

b. After the end of the war in 1945 the name of the Welfare course was changed back to "social course". There are approximately 250 students enrolled at present in the three year curriculum.

15. Japan Women's College (Nihon Joshi Daigakko)

Address: Takada Toyokawa-cho, Bunkyo-ku, Tokyo.

A private women's college without any religious affiliation.

a. In 1921 a four-year social work course was established in the school. Two curricula of study were possible: child welfare and industrial welfare which included women's labor problems, recreation and factory law.

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In 1933 a third curriculum was established as a part of the Home Economics course which included three years of study but less specialization in social work. In 1943 an administrative course was established with emphasis on study of labor problems. In 1946 an expanded course of study in social welfare was approved. Students were to be admitted in April 1947.

b. There is at present a home economic course and a welfare course in the home economics department. The welfare course is of three years duration and includes a study of such subjects as: sociology, outline of social work, current social problems, child care, statistics, social psychiology, case work, social investigation and economics. There is also a one-year post graduate course which includes study of general welfare and child welfare.

16. Waseda University, Teachers' College

Address: Tozuka-cho, Shinjuku-ku, Tokyo

A private university with no religious affiliation.

A social welfare course includes material concerning social work.

17. Kobe Women's College

Address: Montoyakushi, Nishinomiya, Hyogo Prefecture

Plans are being developed to establish a broader social science curriculum which will include courses in welfare subjects.

18. Seiwa Girls' School Graduate Course (Seiwa Joshi-Gakuin Senko Ka)

Address: Okadayama, Nishinomiya, Hyogo Prefecture

A private chrisitian school.

A social work training course began in April 1948 to give training to those who are going into social work, especially child welfare work and those who are entering the field of religious education of children and young people at school or church.

The qualifications for entering the school are either graduation from a woman's technical school (Semmon Gakko) or graduation from a nursery teachers' training school which gives more than two years of training. The applicant must also be a christian or one who intends to become a christian.

Subjects offered include religious education, social work, child welfare, child psychology, education of pre-school children, bible, music and field work.

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STATUS OF SOCIAL WELFARE SECRETARIES IN TOHOKU REGION

26 Feb. 1951

Prefecture & City		Capacity	Appointed to date	To be appointed nearly	No. of S.W.S to be filled	Remarks
Niigata	Prefecture Office	4	4			
	District "	47	47			
	Total	51	51			
City	Niigata	48	20		28	
	Nagaoka	11	6		5	
	Takada	8	5		3	
	Kashiwazaki	8	6		2	
	Sanjo	14	7		7	
	Shibata	9	5		4	
	Niitsu	10	4		6	
	Total	108	53		55	
Grand Total		159	104		55	
Fukushima	Prefecture Office	26	11		15	
	District "	79	22	30	27	
	Total	105	33	30	42	
City	Fukushima	10	10			
	Wakamatsu	10	10			
	Koriyama	8	8			
	Taira	8	8			
	Shirakawa	4	4			Expecting to increase 2 next year
	Total	40	40			
Grand Total		145	73			

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Prefecture & City		Capacity	Appointed to date	To be appointed nearly	No. of S.W.S. to be filled	Remarks
Miyagi	Prefecture Office	4	0		4	
	District "	34	11		23	
	Total	38	11		27	
City	Sendai	21	15		6	
	Ishinomaki	9		9		
	Shiogama	5		5		
	Furukawa	?				Numbers uncertain
	Total	35	15	14	6	
Grand Total		73	26	14	33	
Yamagata	Prefecture Office	1			1	Be appointed in May after the 5th training course
	District "	23			23	Same above
	Total	24			24	
City	Yamagata	5	5			
	Yonezawa	6	6			
	Sakata	5	5			
	Tsuruoka	5	5			
	Shinjo	2	2			
	Total	23	23			
Grand Total		47	23		24	

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Prefecture & City		Capacity	Appointed to date	To be appointed nearly	No. of S. W.S. to be filled	Remarks
Akita	Prefecture Office	3	2		1	All be filled by the end of March
	District "	34	~~18~~ 19		16	Same above
	Total	37	20		17	
City	Akita	22	17		5	
	Noshiro	1	1		0	Should have about 10 persons but only one so far allocated in the equalization fund and can't increase due to city financial difficulties
	Total	23	18		5	
Grand Total		60	38		22	
Iwate	Prefecture Office	3	3			
	District "	38	38			
	Total	41	41			
City	Morioka	14	11		3	
	Miyako	5	5			
	Kamaishi	5	3		2	
	Ichinoseki	5	4		1	
	Total	29	23		6	
Grand Total		70	64		6	

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Prefecture & City		Capacity	Appointed to date	To be appointed nearly	No. of S. W.S. to be filled	Remarks
Aomori	Prefecture Office	42	22		20	
	District "	52	5		47	
	Total	94	27		67	
City	Aomori	12	7		5	
	Hirosaki	12	7		5	
	Hachinohe	12	2		10	
	Total	36	16		20	
Grand Total		130	43		87	

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EXPERIENCE AND EDUCATIONAL BACKGROUND
SOCIAL WELFARE SECRETARIES

(Akita Prefecture)

Assigned to	Name	Age	Welfare Services	Education	Experience
Prefectural Office	Bokei Shimotake	53	28 years	graduated from university	finished agrarian social work laboratory Tokyo University: President, Settlement building, Tokyo: Sent to China for joint social campaign
	Hiroshi Nanao	46	4	finished normal school	teacher: prefectural school inspector: chief, child consultation centre: chief, temporary shelter
	Fukuji Kaminari	30	4	graduated from college	president, young men's association: social and educational secretary
Kazuno	Choei Oyama	28	5	finished middle school	assigned to welfare services
	Eisaku Kimura	26	4	graduated from college	engaged in the public health section, Omori Ward Office, Tokyo for 5 years
Kita Akita	Kitaro Senda	45	3	ditto	teacher
	Keinosuke Fujishima	39	4	finished middle school	Akita court of Justice. engaged in internal affairs section, Kitakata district office
	Eikichi Sato	34	8	finished middle school	Assigned to welfare service
Yamamoto	Koshiro Takakai	35	5	finished middle school	Assigned to welfare service
	Toyoharu Ikeda	45	4	vocational school	Police officer: engaged in Hanawa labour office
Akita	Kazuo Hokuro	46	5	finished training: school of communications officials	Clerk of Akita City Office
	Shinichi Ando	39	10	finished normal school	teacher: engaged in military affairs and welfare section

EXPERIENCE AND EDUCATIONAL BACKGROUND
SOCIAL WELFARE SECRETARIES
(continued)

Assigned to	Name	Age	Welfare Services	Education	Experience
Yuri	Seijiro Katakura	43	4	graduated from college	Secretary of Agriculture & Forestry: Commercial and industrial secretary
	Matsutaro Sugai	43	4	Finished training school of Polic officials	Police Officer: engage in internal affairs section, Yuri district office
Senhoku	Saburo Yameya	51	8	Finished higher primary school	Clerk of the town office: engaged in military affairs & welfare section.
	Kurakichi Sasaki	50	6	ditto	Police officer
	Yasuhiro Kojima	35	5	Finished middle school	Soldier: Economy & Welfare section
	Ryoji Sato	37	7	Finished higher primary school	Clerk of the town office; section of correspondence
	Seishiro Sato	39	8	ditto	Clerk of association for assistance of Disabled soldier and Bereaved Families of Soldiers
	Yonezo Chiba	53	7	ditto	Police officer: clerk of town office
	Uematsu Suzuki	32	4	ditto	Instructor of youth training school; Police officer

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Akita prefecture

Experience and educational background of staff personnel of social welfare section

Section chief	Choshiro Takahashi	Graduate, university	secretary, agriculture and forestry, Chief, Economics sect.
Chief, General Affairs subsection	Naoji Ikeda	Graduate, Middle school	school teacher, Education sect., Social Education sect.
General Affairs sect.	Kenji Kanezawa	Graduate, Middle school	General Affairs sect., Planning and Deliberatio Office
"	Toshio Narita	Graduate, Middle school	Clerical work, mine
Chief, Protection subsection	Sueo Sugawara	Graduate, Higher school	Welfare work
Protection subsection	Kinnosuke Fujiwara	Graduate, Higher Primary school	Driver, Secretary, Disabled Exservicemen's Ass'n
"	Sankichi Okuyama	Graduate, Mining school	School teacher, official, Economic Stabilization Office
"	Toshio Morita	Graduate, Middle school	School teacher, Employee, Army
Welfare Subsection	Kyo Takemura	Graduate, middle school	serviceman, Leader, Youth school, Agriculture and forestry secretary
"	Bunzo Yasuda	Graduate, Higher Primary school	Serviceman, Army employee, Demobilization section
"	Goro Saito	Graduate, Middle s school	Army employee, Demobilization section
Chief, child Welfare subsection	Kyozo Narita	Graduate, Middle school	Engineer, Agricultural products, Document section, Personnel section, Planning Pffice
"	Kiyo Sasaki	Graduate, Normal school	Teacher, Nursery teacher
"	Keiichiro Ishikawa	Graduate, Higher Primary school	Clerk, Disabled Ex-servicemen's Ass'n
"	Saburo Takahashi	Graduate, Higher Primary school	Clerk, town office, Assistant secretary, Disabled exservice-men's Ass'n
"	Saburo Watanabe	Graduate, Higher Primary school	Company employee, Farmland cultivation section, Agriculture section