

A Perspective of History and Current on Career Education in Japan

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Preliminary

An educational ideas or practical movements in the United States, as we have well known, had a number of stimulated and influenced upon our school education dates back in 1915 and subsequently to that period.

It has been about seven-decades since the vocational guidance movement in the U.S. was introduced by our forerunners to Japan.

Our vocational(career)guidance in school is one of these which we had learned from the U.S. How was the vocational(career)guidance to go and grow? How to get done its improvement in our school education?

I could make 4-parts of it. The reports is a perspective of history and current issues about our vocational(career)guidance and career education.

Foot-mark of Vocational Guidance; 1915~1960

The Japanese vocational, or career, guidance movement dates back to 1915 and very much derives from advances and developments in the United States system of vocational guidance. Extracurricular, or social welfare activities in the U.S. initially spawned vocational guidance efforts and programming in Japan. Subsequently, the Japanese Ministry of Education included vocational guidance in its primary curriculum as early as 1920. At that time, graduates of Japanese educational programs received placement guidance services. By the decade spanning 1930 to 1940, however, policies resulting from the war between Japan and China, as well as from World War II interrupted vocational guidance programming established in educational settings.

In 1947, on the heels of the recently-ended war, the Japanese Constitution, the Fundamental Law of Education, and the School Education Law were established to regularize the 6-3-3-4 school system. Specifically, the Japanese Constitution prescribed "freedom of vocational choice", the Fundamental Law of education advanced the "idea of personal accomplishment", and the School of Education Law(Article36, 42)decreed that a primary purpose of the secondary school concerned cultivating students' abilities to make career decisions. In support of this decree, the Ministry of Education published a Course of Study in 1949 which directly addressed vocational

guidance in the schools. Moreover, by 1953 vocational guidance educators appeared in secondary schools and in 1958 the term "career guidance" replaced vocational guidance consequent to the School of Education Law.

These early years of the Japanese career guidance movement witnessed guidance programs in the secondary schools as consisting of extra-curricular activities during students' home-room hours. Accordingly, home-room teachers assumed the duties of educating students about careers. Unfortunately, these initial career education efforts generally met with little success as national and political interest in developing the broader Japanese society, economy, and technology assumed greater importance. Although deemphasized, career guidance and career education remained very much warranted given that the number of youth enrolled in upper secondary schools in 1954 reached over 50 percent while the number of youth enrolled in universities, colleges, or junior colleges approached 10 percent.

Vocational Guidance To Developmental Approach, 1960 ~1970

Table 1 presents a chronology of career education in Japan since 1960. Throughout the decade spanning the years 1960-1970, Japan experienced a period of significant growth and development. On the national front, Tokyo hosted the 1964 Olympic Games as Japan experienced unparalleled industrial, economic, and technological expansion. Similarly, several important events, highlighted by Donald E. Super's visits in 1961 and 1969, influenced the Japanese career education and guidance movement throughout this decade. During his two visits, Super presented separate seminars, consisting of distinguished lectures on vocational development, to the leaders of the Japanese career guidance movement. Each seminar lasted one week, with Tokyo hosting the first meeting and Kobe hosting the second meeting. Integral to these seminars was Super's introduction and explanation of the concept of developmental guidance. The developmental approach to career education proved a very novel, yet welcome and eventually fruitful method to incorporate in Japanese guidance programming. Prior to Super's visit, Japanese career guidance professionals lacked any knowledge of developmental career education. Thus, career education strategies essentially consisted of providing a matching service to students upon graduation. By introducing developmental guidance strategies, Super helped to revolutionize career education in Japan. Consequently, the infusion of the developmental approach into guidance programming accelerated the vocational development of students.

Table 1. A chronology of career education in Japan since 1960

1961	The theory of vocational development:Seminar by D.E.Super. Tokyo, Japan.
1968	Ministry of Education(M.E.)New Course of Study in the lower secondary schools.
1969	Minnesota career development curriculum. M.E.New Course of Study in the upper secondary schools to promote career guidance through whole school activities.
1971	<i>Career education</i> . S.P.Malrland,Jr.HEW Commissioner of Education.
1972	<i>Career education in the U.S.A.</i> (Reiko Imamura,M.E.) Study of vocational guidance at the University of Minnesota (Takeshi Senzaki).
1973	<i>Possibility of career education in the U.S.A</i> (Tatsuo Nobuchi). <i>Social change and vocational guidance in the U.S.A.</i> (Senzaki). <i>Juvenile vocational development and career education</i> (Senzaki). <i>New vocational education in the U.S.A.</i> (Senzaki).
1974	M.E.guidebook of career guidance for lower secondary school home-room teachers to help students plan their way of life. <i>Theory and practice of career education</i> (Senzaki). <i>Vocational and work education within school curriculum</i> (Senzaki).
1866	Studies of career education in California, Arizona, Texas, Ohio, and Florida(assisted by Borow.H).
1977	M.E.New Course of Study in the upper secondary school.(Concerned with understanding students' vocational abilities and aptitudes.) United States Career Education Incentive Act.
1978	Translation of H.Borow's(Ed.) <i>Career Guidance for a New Age</i> (Senzaki et al.).
1979	Participation in career education seminar, Cambridge University, U.S.A.(Senzaki)
1983	Translation of E.L.Herr & S.Cramer's <i>Career guidance through the life-span</i> (Senzaki et al.).
1985	Translation of N.C.Gysbers's(Ed.) <i>Designing careers</i> . (Senzaki et al.). National Task Force of Educational Reform, committee reports (addressed the future of career guidance, lifespan curriculum, and the cooperation of community and schools).
1990	D.E.Super presents, "The measurement of career maturity" in Tokyo.
1991	M.E.New Course of study to help students acquire knowledge of career decision-making process.

Concurrent with Super's visits and consequent impact on the Japanese career education movement, the Ministry of Education revised the Secondary Course of Study. This revision mandated that career guidance be systematically infused in secondary schools through whole activities in school education. Home-room teachers assumed particular responsibility for conducting career guidance in the schools. Also during this decade, the percentage of youth enrolled in upper secondary schools reached 60% in 1962, 70% in 1965, and over 80% in 1970. At the post-secondary level, the rates of youth enrolled in universities, colleges, and junior colleges rose steadily from 20% in 1962 to 21% in 1965 and 23% in 1970.

Introduce for Career Education; 1971~1990

In January of 1971, United States HEW Commissioner of Education S.P.Marland,Jr. presented a speech in Houston, Texas concerning the role of career education in the schools and the larger society. A career guidance researcher subsequently translated the speech into Japanese thus making it readily accessible to leaders of the career guidance movement in Japan. In his presentation, Marland emphasized that a fundamental problem of career education in the USA concerned the discrepancy between society and education. In perusing Marland's speech, Japanese career education professionals noted a similar discrepancy between society and education interms of the particular circumstances of early 1970 Japan. Moreover, many Japanese educators had long recognized the potential value for Japanese career guidance of various career education practices in the USA. The emphasis in Japan on other societal and economical issues, however, created an extremely difficult atmosphere in which to practice career guidance. In terms of enrollment rates, by 1972 the proportion of youth in post-secondary education climbed to 30%. By 1974 the percentage of youth enrolled in secondary schools reached 90%. Although encouraging, an increase in the number of youth dropping out of secondary school somewhat, offset these promising enrollement rates.

The National Council for Curriculum, in 1976, provided for humanization, a sense of liberal fulfillment of and importance to basic education, which became a basic principle of reform. In 1977-78, the Ministry of Education revised the Course of Study to more specifically include and endorse career guidance in the secondary school. To reinforce career education practices, the Ministry of Education legislated for a Head Teacher System. This system provided for each lower secondary school(a total of 11,264 schools)and each upper secondary school(5,511 schools)to have one head career guidance

teacher. This head teacher essentially served as classroom teacher and career counselor.

The Prime Minister's Office, in August of 1984, established the National Task Force for Educational Reform. This task force assumed responsibility for charting a new course for the future of education and educational reforms in Japan. Toward this end, the Task Force developed and presented several reports of their work. The first report was completed in 1985 with three subsequent reports finalized and presented to the Prime Minister in August of 1987. Various reforms now in progress derive from these reports and, further, the Council for Curriculum reconsidered the principle concerning the 1987 Course of Study. The Ministry of Education consequently, prescribed the New Course of Study in 1989 which must be incorporated into the elementary schools in 1992, the lower secondary schools in 1993, and the upper secondary schools in 1994. Specifically, the New Course of Study established that career guidance strictly occur in whole activities of education; that is, be directly infused into the existing curriculum including moral education and extra-curricular activities. The home-room teacher continued to be responsible for career education and the Ministry of Education provided for the training of beginning teachers, leading teachers, and principals.

In 1991, the National Council for Education proposed that all levels of education be reformed to create a society concerned with life-long education. That is, to(1)complete the core foundation and basis of education,(2)promote personalization and individuation,(3)enhance consistency and articulation of educational content,(4)instill comprehensive curriculum for elementary and lower secondary schools,(5)diversify curriculum for upper secondary schools, and(6)reform college entrance examinations. Career development education in Japan has thus come to stress the importance of the individual life-span of each student.

Career Education through Life-Span: Current Status and Future

The Ministry of Education emphasized, in its 1975 manual for the home-room, or head teacher, the importance of researching United States career education theory and practice. Japanese career guidance professionals have learned much from the career education and career development movement in the USA and thus continue to recognize the importance of considering educational policies and practices within the context of the whole of society. Moreover, various societal and institutional phenomena specific to Japan contribute to the current and changing landscape of career education

practices in Japan. For example, the structure of the family in Japan continues to move toward a more nuclear unit. Many younger generation families consist of parents and only one or two children. Japanese parents therefore, although historically very invested in the education of their children, devote even more care and attention to securing a superior education for their child or children. In terms of education itself, Japanese society has long valued academic and scholarly pursuits. The rate of upper secondary school graduates quitting jobs, however, reached 50% in 1988, while 40% of junior college graduates and 30% of university graduates quit their jobs in the same year. These rates may be at least partially due to graduates' lack of knowledge or understanding about the world of work and thus reflect the need of traditionally conventional Japanese career

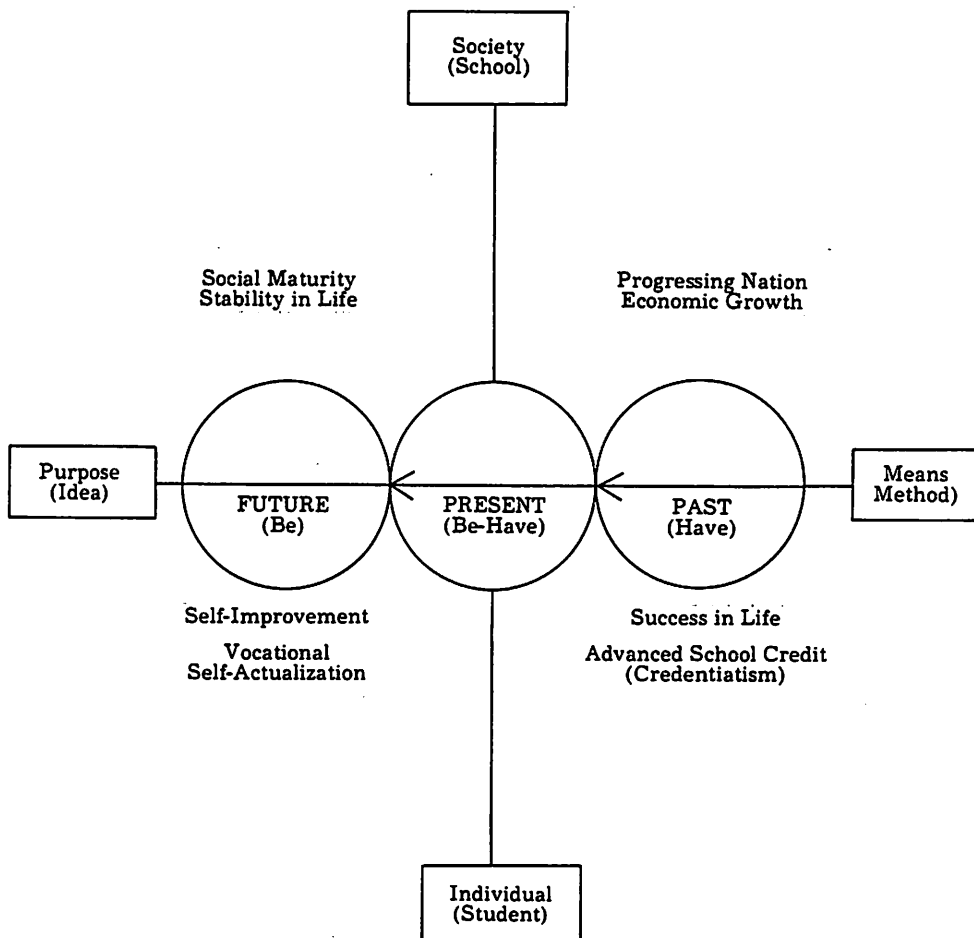


Figure 1. A framework of the changing status of career education in Japan

education programs to further revise their methods.

As the dawn of the 21st century approaches, Japanese career education and guidance programs must endeavor to bridge the gaps between academics and employment, education and occupations, school and society. As with the United States Career Education Incentive Act(1977), Japanese career education strategies should strive for more emphasis on humanity. A useful framework for conceptualizing the changing status of career guidance in Japan appears in Figure 1. Prior to World War II the national aim of education in Japan was to spawn national economic growth. Individuals sought personal fame through developing unique ideas. Since the War, however, an ethic of individual self-fulfillment has evolved. Japanese career education in the 21st century will likely benefit from placing more emphasis on educational quality rather than quantity.

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要 旨

本稿は、去る1991年11月20～22日、米国オハイオ州シンシナティ市で開催された「米国キャリア教育協会」(AACE)主催「第4回全国キャリア教育研究大会」の席上、主催団体の招きによって行った Special presentation「日本のキャリア教育～その歴史と現状」の要旨をまとめたものである。

この要旨は、4つのパートから成っている。第1のパートでは、1915年、入沢宗壽によって伝えられた米国の職業指導運動が、わが国の学校の内外で漸次、普及・展開をみながら、昭和初期から拡充された戦時体制によって次第に変質していったこと、そして、戦後、学校職業指導は、教育民主化の一環として教育関係法規上明確な位置付けをうると共に、1953年には、学校教育法一部改正によって“職業指導主事制度”が出来たこと、また、1958、60年には、中学校・高等学校学習指導要領改訂によって、旧職業指導が「進路指導」と公式用語化され、それまでの職業科教育から、学級担任教師によるガイダンスとして実践されるようになったこと、などを扱った。

第2のパートでは、1960年代2回にわたって来日した Super, D. E. (当時、コロンビア大学教授)によって、実証的リサーチを踏まえた職業的(進路)発達理論が伝えられ、わが国での進路指導理論の構築に一定の方向を与えたこと、その方向は、その後の国立教育研究所、職業研究所による「青少年の進路発達に関する長期追跡研究」などの端緒となり、

その研究成果は学校現場における進路指導実践の質的發展に大いに寄与したこと、などに言及した。

第3のパートでは、1971年初頭、Super らの先行研究を集約、その実践化を意図した「キャリアエデュケーション(運動)」とわが国における学校進路指導の在り方との関わりについて述べた。米国のキャリアエデュケーションの理念、概念モデル、全国基準や実践方法などは、他山の一石として、わが国における進路指導改革にも大きな示唆を与えたことに触れた。

最後のパートでは、昨今の社会変化に対応する教育の新しい潮流～生涯学習体系への移行～のなかで、キャリアエデュケーションの未来を展望してみた。周知のように、日米両国は、教育の拠って立つ基盤を異にしており、学校教育、とりわけ青少年に対するキャリアガイダンスの理念や方法は、それぞれに固有の特質や課題を抱えている。にも拘らず、これまでの80年余にわたる両国の職業指導、キャリアガイダンスの歩み、とりわけ戦後のそれには、理論・実践両面にわたる深い相互影響が見られる。今後、この分野での両国のリレーションがどう推移するかは分らないが、ともにその長短を相補い、それぞれの教育風土に根ざした「生涯キャリアエデュケーション」の一層の充実・進展に向うものと思われる。

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