

## **Emergence and Historical Development of Educational and Vocational Guidance in Japan - Serial Renovation and the Influence from Western Countries**

YAMANAKA, Chihiro

Graduate School of Cultural Studies and Human Science, Kobe University

**Abstract:** This paper outlines the emergence and development of ideas, ‘*educational and vocational guidance*’ in Japan from the early 20<sup>th</sup> century to the present, particularly focusing on thoughts and activities from other countries which gave impact to Japan. Japanese domestic development can be chronologically divided into three periods: *vocational guidance* period from 1915 to 1950s, *career guidance* period from 1960s to 1970s, and *career education* period from 1980s to 2000s. Each of these periods was promoted by thoughts and activities from Western countries.

**Keywords:** vocational guidance, career guidance, career education, educational and vocational guidance

### **Introduction**

Over the last several years, *career kyoiku* (*career education*) has been paid special attention among elementary and secondary schools in Japan. It has grown in importance in school education and other educational situations. It is commonly known that *career education* originates in the U.S.A. which is basically aiming at 1) connection between school and work, 2) establishment of comfortable work and lives which is both effective to pupils and society. However, before *career education*, there had existed such previous ideas/activities as *shinro shido* (*career guidance*) or *shokugyo shido* (*vocational guidance*) which kept serial development from the early 20<sup>th</sup> century in Japan. In general, these terms are expressed *educational and vocational guidance* in other countries. Even though there are a lot of historical literatures about Japanese *educational and vocational guidance*, little attention has been paid on its international influence. Reviewing domestic historical development process through the international perspectives will form the establishment of the fundamentals proposition for the present and the future *career education* in Japan. This research will focus on the each transition of the periods dealing with major thoughts and activities from other countries. Following chapters are chronologically divided to three periods according to the neologisms: *vocational guidance* period from 1915 to 1950s, *career guidance* period from 1960s to 1970s, and *career education* period from 1980s to 2000s.

### **Vocational Guidance period**

Parsons (1909) was identified to commence *vocational guidance* period with his book,

*Choosing a Vocation.* In Japan, he has been regarded as the founder of Japanese vocational guidance movement, which is represented by the establishment of Osaka Vocational Guidance Centre.

*Vocational guidance* was translated temporarily to *shokugyo shido* in 1915 by Irisawa, an educator at the University of Tokyo, with philosophical perspectives for education and educational innovation. Although many literatures do not mention his work in detail, it has been regarded as the source of the phrase. He showed serious concerns that there existed little connection between school education and everyday life. He thought *shokugyo shido* (*vocational guidance*) had potential to develop children's humanity and school socialization, explaining it as:

*'not merely introducing a job for children but also telling them his/her own character and variety of jobs that exist in society, so as to prevent from them mis-choosing a vocation.'* (Irisawa, 1915, p.179, translated by the present author)

Admitting importance of cultivation as a vocational basis, he endorsed educational revolution in elementary and secondary school with a '*vocational spirit*' pursuing the socialization of schools. He mentioned vocational guidance firstly as follows:

*'With being paid attention to vocational education in U.S.A, vocational guidance has been insisted and implemented. Nevertheless, since this phrase was quite newly appeared, its meaning was not known even in the country. ... It is a new appellation hence it is not known to Japan however, the author translated temporarily vocational guidance into 'shokugyo shido'. It means giving pupils preparatory guidance when they choose a vocation; not merely to introduce vocations but to inform pupils of his/her strong points and suitable vocations so as to prevent them from mistaking when they choose a vocation. That is to say, vocational guidance contains the issues such as the study of pupils, the study of vocations, the support to job entrance, vocational education and so forth.'* (Irisawa, 1915, p.179, translated by the present author)

Parsons' activity of Vocational Bureau in Boston was mentioned as follows:

*'As well as British, the U.S.A. has the oldest country which began vocational guidance systematically. In 1907, Frank Parsons founded such activities in Boston as Vocational Bureau and in 1909 he carried out a statistical survey concerning various occupations. Boston School Committee organized Committee on Vocational Guidance which assisted Parson's activities. In 1908, New York was in the track of Boston, thus gradually*

*vocational guidance movement had prospered with establishing institutions and organizations. In the U.S.A., the most brilliant organization is National Vocational Guidance Association in Boston.*’ (Irisawa, 1932, p.690, translated by the present author)

Early *vocational guidance* activities were accelerated by the establishment of the Osaka Vocational Center, which is regarded as the first practice in Japan. This institution was established by Sandaya in 1920, with the aims of supporting young people choosing a school and counseling them on employment. As the same case as the Vocational Bureau in Boston, the center was founded to implement socio-political or vocational administrative activities.

*Vocational guidance* was disseminated over the country with strong leadership of government since the instruction from the Ministry of Education (1927) stated:

*‘It is necessary to provide pupils with suitable education through careful study of their individuality including their living environment to enable them to develop each forte and to give them thorough and thoughtful guidance’* (Nakanishi, 1990, p.2, originally English)

It is also notable that Brewer’s (1942) book is cited by major literatures of Japan for discussing the origins or development of vocational guidance.

Both *vocational guidance* and *shokugyo shido* were based on the aims of 1) respect for individuality, 2) protection of workers, and 3) effective distribution of human resources to society.

### **Career Guidance period**

After the Second World War, *career guidance* period was generated by two researchers, Myers and Super both from the U.S.A. Their thought harmonized with the educational reform, with the initiative by the U.S.A in the post-war period.

*Principles and Techniques of Vocational Guidance* written by Myers was adapted in Japan as a schoolteachers’ guidebook (1951) with a recommendation by Civil Information and Education Section (CIE). An explanation in *the Course of Study (tentative plan)* in 1947 was adopted the definition made by National Vocational Guidance Association (NVGA), which was based on his definition. It is obvious that theories and the techniques of vocational guidance are imported from the U.S.A. In 1947, with the initiative of Japan Vocational Guidance Association (JVGA), *Course of Study* and the textbook for junior high school students were published in which vocational guidance was introduced in the curriculum.

To establish the new period, Super from Columbia University also made a contribution which was represented by the introduction of vocational maturity and vocational psychology within a speech in Tokyo in 1957. His 'Life-span Theory of Career Development' (1953) was introduced by Masuda in 1957. His 'life span' equalled to 'career' was not limited to vocational career. Another introduction of his theory by Kobayashi in 1954 at the JVGA conference triggered much attention. In the summer of 1961, JVGA held:

*'Seminar of Vocational Guidance Study' inviting Super as a keynote speaker. The material used in the seminar written by him titled 'The Psychology of Careers gave deep impression to the members of the association.'* (Kobayashi, 1954, p.168, translated by the present author)

He was invited again to the second seminar of vocational guidance study held by the joint sponsorship of the Ministry of Education and JVGA, under the theme of "Contribution to Developmental Theory on Career Choice: Study on Career Patterns" in Tokyo in 1969.

Masuda (1957) compared both Myers' and Super's definitions of *vocational guidance* which had been treated as representative ones in the U.S.A. He supported the definition by Myers(1937):

*'Vocational Guidance is the process of assisting the individual to choose an occupation, prepare it, enter upon and progress in it. It concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career—decisions and choices necessary in effecting satisfactory vocational adjustment.'* (Masuda, 1957, p.9, originally English)

On the other hand, he referred Supers' definition as:

*'Vocational Guidance is the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality and convert it into a reality, with satisfaction and benefit to society.'* (Masuda, 1957, pp. 12-13, originally English)

Under educational reforms after the Second World War, Akio Ando, who attended a meeting of the Ministry of Education, said that through the wartime, *shokugyo shido* (vocational guidance) sounded out of date because it had substantially turned out to be just an intercession of jobs. As an alternative, *shinro shido* (educational and vocational guidance) was suggested. This expression was used in the revision of *Course of Study* for junior high

schools (1958) and that of high schools (1960), taking over the ideal of school-to-work and individual perspectives as shown in the following definition which the Ministry of Education noted in 1961:

*‘Educational and vocational guidance is, the systematic and continuous process by teachers to guide and support students to make them choose and plan their future career of their own accord for getting a job or going to a higher school, and to make them adapt their subsequent lives with extending their ability to progress, through their individual information, career information, enlightening experience and counseling. ’* (Fukuyama, 1995, p.118, translated by the present author)

In 1962, International Vocational Guidance Association (IVGA) determined to use the term ‘*educational and vocational guidance*’ instead of the ever-used ‘*vocational guidance*’ on the third conference in Paris. In 1964, JVGA altered its journal name from *Shokugyo Shido* to *Shinro Shido (Career Development Guidance)*, in accordance with the tendency of IVGA. In 1970s, *shinro shido* was recognised as *career guidance*. Thus, the idea and the activities of *educational and vocational guidance* having developed in Western countries had been adapted in Japan.

Nevertheless, since the 1970s, *career guidance* showed some notable changes. One of them is the positioning in school curriculum. It was not set as a subject but as to be implemented in the whole school activities. Another is the contents of career guidance. It meant a shift from ‘guidance for understanding/knowledge of occupations in a particular subject’ to ‘support for individual pupils’ career development in whole school activity’

On the other hand, Japanese society was under the rapid technological development and economic growth. Much more pupils could have an opportunity to take higher education. Consequently, the entrance examination mainly pursuing higher academic background became more competitive. As a result, *shinro shido (career guidance)* had deteriorated into schoolteachers’ guidance to help students choose their university. In parallel, circumstances in school had difficulty with a lot of problem such as bullying, truancy, school violence, and so on.

However, Japanese *career guidance* was fundamentally pursuing 1) respect for individuality, 2) protection of workers, and 3) effective distribution of human resources to society, in parallel with social trend of lifelong learning.

*‘Shinro shido must be progressive educational activity which aims the achievement of*

*each workers' social welfare and gradual reform of the system, by fostering career motives of people. It is essential educational function and educational contents for reality of our democratic Japan.'* (Kobayashi, 1979, pp.439-440, translated by the present author)

It was about the time *career education* began to be known to among academic people since the 1980s.

### **Career Education period**

Marland (1972), the director of Ministry of Education in U.S.A, gave a speech creating the word '*career education*' in 1971. He opened the third era, addressing *career education* as an aspect of support of career development. As widely known, he hinted at the urgent crisis of young people and suggested the necessity of *career education* as a solution. It was put forward with the slogan, "Career Education for All." His thought for *career education* was a 'whole educational effort,' which gave impacts internationally including Japan, where Senzaki began introducing from the early 1980s to the Japanese Career Guidance Association after he came back from studying in the U.S.A. From then on, it has gradually become known, with the expectation of a breakthrough for confronting domestic educational problems.

The Central Council of Education submitted a report in 1999, which includes a purpose of making stronger connection between school and work, mentioning the necessity for career education, which was firstly used among Japanese government. Japanese students had achieved high academic background however, a number of young people easily quitted their job, or tended to go to a higher school without particular reason. In 2004, Ministry of Education, Culture, Science and Technology (MEXT) published a report on the promotion of *career education*. There is a line that explains *career education* as:

*'Education which fosters the will and attitude necessary to form every pupil's appropriate career, and which supports every pupil's career development'* directly, it was defined as: *'Education which fosters pupils' view of work and occupation.'* (MEXT, 2004, p.7, translated by the present author) which had the basis on the thought of Marland.

### **Conclusion**

In conclusion, this research revealed three phases of *educational and vocational guidance*, which was superficially renovated twice by the changing of names, and by the meeting on the demands for the realization of educational reform in Japan. These phases are summarised in Table 1.

As discussed above, in each transition, research and activities from Western countries

have repeatedly played a significant role as a trigger or founder of promoting *educational and vocational guidance* in Japan. In other words, the history is described as ‘serial reproductive phenomenon’ which had been actualized by the initiative of Western countries. It is also notable that the transition was strongly interwoven with the contexts of rapid development of science and technology.

These finding leave noteworthy implication: that is, the perspective on bother-crossing historical research on *educational and vocational guidance*. It will form the basis for a further discussion of in the future *career education*. Since it is no doubt that Japanese *educational and vocational guidance* has been influenced by thoughts and activities from Western countries, it might possible to question that the what fundamental issues for the current and the future Japanese *career education* are. Broadly speaking, the contents of *career education* are not substantially changed over the century, however, it is possible to represent such transitions as in the line remarked by another leader from a Western country in the beginning of the new century:

*‘Though career education will not disappear, that is not to say that it will stay the same.*  
*‘(Guichard, 2001, p.173)*

Table 1: *Comparison of guidance-related phrases: Adoptions of the Neologisms*

Period	Japanese Neologisms and Original Sources		Western Neologisms and Original Sources
1915-1950s	<i>shokugyo shido</i> Irisawa(1915) <i>Genkon no Kyoiku</i>	←	<i>vocational guidance</i> Parsons (1909) <i>Choosing a Vocation</i> , the U.S.A.
1960s-1970s	<i>shinro shido</i> ( <i>career guidance</i> ) Ando(1957) <i>Shokugyo Shido</i>	←	<i>educational and vocational guidance</i> IVGA (1962) The 3rd conference in Paris
1980s-2000s	<i>career kyoiku</i> Senzaki(1980s) <i>Career Development Guidance</i>	←	<i>career education</i> Marland (1971) Address at the convention of National Association of Secondary School Principals

## References

- Brewer, J. M. (1942). *History of Vocational Guidance: Origins and Early Development*. New York, Harper & Brothers.
- Fukuyama, S. (1995). *Shokugyo Shido Kenkyu*. Tokyo, Bungado.
- Guichard, J. (2001). A Century of Career Education: Review and Perspectives. *International Journal of Educational and Vocational Guidance*, 1, 155-176.
- Irisawa, M. (1915). *Genkon no kyoiku (Education of Nowadays)*. Tokyo, Kodokan.
- Irisawa, M. (1932). *Irisawa Kyoiku Jiten (Irisawa Dictionary of Education)*. Tokyo, Tokyo Kyoiku Kenkyukai.
- Kobayashi, T. (1979). *Shinro Shido no Rironteki Kitei no Kenkyu*, Kazama Shobo.
- Marland, S.P. Jr. (1972) Career Education Now, *The Vocational Guidance Quarterly*, 20(3), 188-192.
- Masuda, K. (1965). *Shokugyo Shido Ron (Theory of Vocational Guidance)*. Tokyo, Kayeko Shobo.
- Ministry of Education (1927). *Jido Seito no Kosei Soncho Oyobi Syokugyo Shido ni Kansuru Ken (Issues connected to vocational guidance with due respect to one's individuality)*. Tokyo, Ministry of Education
- Ministry of Education, Culture, Science and Technology (2004) *Kyaria Kyouiku no Suishin ni Kansuru Sogoteki Chosa Kenkyu Kyouryokusha Kaigi Hokokusho (Report on the General Study Collaborators for the Promotion of Career Education)*, Tokyo, Ministry of Education, Culture, Science and Technology.
- Myers, G.E. (1941). *Principles and Techniques of Vocational Guidance*. New York and London, McGraw Hill Book Company.
- Myers, G.E. (1951). *Principles and Techniques of Vocational Guidance*. (*Shokugyo Shido no Genri to Gijutsu*) , translated by Japan Vocational Guidance Association, Tokyo, Japan Vocational Guidance Association
- Nakanishi N. (1990). Development of lifelong career in a moving society and necessary guidance service: Comparative cultural study of the development of career guidance in Japan, *International Journal of Educational and Vocational Guidance*, 50, 1-7
- Parsons, F. (1909). *Choosing A Vocation*. Boston and New York, Houghton Mifflin.
- Super, D.E. (1942). *The Dynamics of Vocational Adjustment*, New York, Harper-Collins.
- Super, D.E. (1975). *Career Education and the Meaning of Work*. Washington DC, Office of Career Development