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Designed by BERTRAND RUSSELL Y. UCHIDA

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THE SIGNIFICANCE OF TOKYO VOCATIONAL TRAINING COLLEGE

—its Objectives and Curriculum—

Tsuneo NAKAMURA

Tokyo Vocational Training College is a pilot project where an attempt has been made to introduce a new system of initial training to meet the needs of the individuals and of industry at the time of social and technological changes. Essentially, the new system aimed at training technicians and therefore was a diversion from the previous 2-year training course for senior high school graduates which was intended to train skilled craftsmen. With this objective, curriculum development work has been made by the author with the cooperation of all teaching staff, on the principles of broad-based training and the integration of theoretical study and practical training.

The author, as one who is responsible for this pilot project, describes the process and problems in this attempt and hopes that this record, though not quite comprehensive, will be of use to the planning of other vocational training colleges which are expected to follow.

A STUDY ON LEARNING MATERIALS
—THEIR DESIGN AND APPLICATION—

Tatsuji KOBAYASHI

Vocational training, which is one specific pattern of technical education, is essentially 'object teaching.' It is often said that its distinctive characteristics is in that the proportion of practical training is larger compared with other patterns of education. This view is rather superficial since it overlooks one of the most important points — that theory and practice must be integrated.

With this in mind, the author criticises the prevailing training situation where the trainee learns skills just by doing and with only limited understanding of the physical laws governing them and emphasises the need for more systematic approach to training. The author argues that the learning materials are the key factor in effective training where the principle of theory-practice integration should and could be embodied, and suggests certain guidelines for well-planned learning materials together with a number of examples.

OCCUPATIONAL PRESTIGE AND ALIENATION OF BLUE-COLLAR WORKERS

Terutaka IZUMI

This paper is a preliminary work intended to draw a working hypothesis concerning the major determinants of occupational prestige of the Japanese blue-collar workers and the correlation between prestige and alienation. Previous studies in this country seem to imply that such determinants are the immaturity of class-consciousness among workers, collectivism and paternalism in management, so-called degreeocracy and technological innovation, which, in the author's opinion, worked against improving the prestige of blue-collar workers while accelerating the growth of management generally.

This study draws a theoretical assumption that the unequal distribution of various resources by occupation leads to varying degree of alienation as well as of occupational prestige among different categories of workers, and that we can clarify the change in the occupational prestige of blue-collar workers by analysing the nature and degree of their alienation.

VOCATIONAL TRAINING IN DEVELOPING COUNTRIES

—The Overseas Trainees at the Institute of Vocational Training—

Toshio ISHIKAWA

The Institute of Vocational Training has been offering the updating training courses for vocational teachers/instructors in developing countries since 1963 and enrolment up to 1977 is close on 400. The author attempts to examine their background — the type of education and training they had received, the type of institution they are working with, their industrial and teaching experience, the observations of the Japanese teaching staff as to their abilities and attitudes towards training and also the comments made by the trainees themselves.

According to the information collected, most of the trainees have acquired their technical knowledge and skills initially at secondary vocational schools and improved them through higher technical education or experience in industry, and people with academic background seldom become vocational teachers. They prefer object lessons to purely theoretical classes unlike their Japanese counterparts, and although they are eager to learn something novel they stop short of full acquisition because they lack fundamentals on which to build advanced techniques.

This is perhaps the reflection of the general situation of vocational training in these countries, and the author concludes with a remark that dialogue is essential not only between students and teachers but between the host and the recipient governments and between government agencies and training institutions in order that training may be both efficient and effective.

MY WAY OF THINKING OF THE CONCEPT OF EDUCATION DESIGNED BY BERTRAND RUSSELL

Yoshihiro UCHIDA

This study is intended to introduce briefly the significance of the concept of Bertrand Russell on education, considering how his ideas affected many minds so deeply and had powerful influence upon so many people in the field of not only education, but also scientific, social, cultural and economic life.

The study also refers to some extent to the impacts of Russell's thoughts on educational policies of European countries, especially on an integrative policy for education of OECD designed in 1974.

The latter part of this study would have many dogmatic views of my own, but one of my purposes is to show what forces militate in favour of my own educational effort.