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AGED TRAINEES AT THE PUBLIC VOCATIONAL TRAINING CENTRES

Koji TOMITA

The author made a survey of the trainees in the Occupational Capacity Redevelopment Course (19 trades) offered by 31 public VTCs. 670 answered questionnaire sheets were collected, tabulated and analysed. Major findings are as follows:

1. The trainees varied in terms of their age, educational background, employment record, etc. Regarding the age, the age group of 55-64 accounted for the largest proportion of 44%, followed by 35-44 group of 28% and 45-54 group of 26%. Majority (55%) had left school at the elementary or junior secondary level, 32% at senior secondary school, and 10% at college or university level. Majority (64%) were engaged in craft sector and 14% were from clerical category. 70% of these trainees had to leave their previous employment for managerial reasons and the remaining left on their own initiative.
2. Fairly strong inclination toward self-employment was observed among the trainees. Substantial number were unable to specify the training trades, and these trainees generally lacked initiative in planning their future.
3. Many trainees expressed difficulties in their learning both in trade theory and practice. This varied according to trades, but on the whole trainees with higher educational background were more adaptable to learning.
4. Most (85%) of the trainees were of the opinion that the training would be very useful in finding employment opportunities.

HISTORICAL REVIEW OF THE PUBLIC VOCATIONAL TRAINING INSTITUTIONS, 1917-1937 PART I—POLICY IMPLICATIONS—

Teruo SASAKI

In this article, the author intended to undertake a historical review of the public vocational training institutions during the pre-war years, in an attempt at drawing some lessons for those concerned with present-day vocational training.

According to the commonly held view, the national government did not pay much attention to vocational training and left it mostly to private charitable institutions and where some of the local authorities operated vocational guidance and training institutions they were little more than alms- or poorhouses. After closely examining the relevant documents, the author finds that : the national government encouraged by providing guidelines the establishment of institutions for vocational training by the local authorities during the period 1917-27; it further provided subsidies to local authorities for the maintenance of such institutions during the years 1927 - 34 and during the period 1934 - 37 it tried to identify various categories of training institutions including not only those designed to assist the unemployed and the poor but also those intended to train skilled craftsmen. Based on these findings the author criticizes the common view as superficial and insists that ideals underlying public vocational training during the pre-war days are still valid and worth consideration under the present situation.

HISTORICAL REVIEW OF THE PUBLIC VOCATIONAL TRAINING INSTITUTIONS, 1916–1937 PART II—INSTITUTIONAL SET-UP —

Kazutoshi TANAKA

Public vocational training institutions during the prewar days were generally regarded as inadequate social institutions compared with those developed since the 1958 Vocational Training Act. The author questioned this view and examined the set-up of such institutions which had been in existence before 1937. Three types were identified.

The first type is “Jusan-Hodo” (employment provision and vocational preparation) institutions. This is the oldest type and had been in operation since the 1880s. Here vocational instruction was given on the job, the trainees receiving wages by piecework system.

The second is the “Gijutsu-koshu” (technical instruction) type, which includes two kinds of institutions. One is the training institutions for carpentry which flourished after the big earthquake in 1923. The other is for the training of mechanics which became active after the Sino-Japanese conflict in Manchuria in 1931. These institutions offered a systematic off-the-job training and in the case of mechanics training the curriculum was similar to that in schools.

The third type was for “Shitsugyosha-kosei” (rehabilitation of the unemployed). This type of institutions were operated for some years after 1936 and emphasised attitudinal training together with work assignment.

The author concludes from the above observation that the public institutions for vocational training during the pre-war years included various prototypes which are still valid under present-day conditions.

“SENSORY CONTROL” IN SKILLS—AN ANALYTICAL STUDY IN SEMI-AUTOMATIC CO₂ ARC WELDING—

Katsuhiko YASUDA & Teruhiko HINATA

It is generally believed that an experienced craftsman always reacts to the changes occurring in work situations without conscious understanding of the causal relations between the observed phenomena and the actions taken and thus is able to obtain desired performance.

The authors defined this behavioural pattern of a skilled craftsman as ‘sensory control’ and tried to clarify the laws governing this interaction by observing a skilled welder working in semi-automatic CO₂ arc welding under varying conditions.

It was found that the skilled welder always reacted to the change observed in the melting conditions of the base metal by adjusting the welding current, speed, etc. in order to obtain optimum results, and that there were some measurable interrelations between the changes in conditions and the actions taken.

The authors consider that the findings could be effectively applied in skill training.

漏れ変圧器の教授方法と教案

小林辰滋

本稿は交流溶接機等に広く用いられている漏れ変圧器の基本動作（負荷電流の増大に伴なう電圧の垂下特性）に関する教案を提示したものである。ここでの教案はこの装置に直接かかわる現場技能者および短大レベルまでの電気専攻の学生を対象としたものであり、二つの段階に分けられ、かつ、それぞれ二つのマニュアルで構成されている。

第一の段階は本装置の基本動作特性を定性的に説明しようとするものであり、予備学習ないし復習用として基礎的電磁現象に関するマニュアルも設けてある。ここでは学習者がすでに交流理論を体系的に修得していることを必ずしも前提としていない。

第二の段階は本装置の電磁的諸量について定量的に明らかにすることを目的としたものであり、漏れ磁束を考慮した場合としない場合について二つのマニュアルが提示されている。以上の各マニュアルには教師が展開に当って考慮すべき事項が述べられている。

PROBLEMS OF APPRENTICESHIP IN OECD COUNTRIES

Motosuke MUNAKATA & Toshio ISHIKAWA

In this article the authors present a translated version of the OECD report on apprenticeship (part) for information to the Japanese readers and make some comments on the Japanese system of vocational training in comparison.

The authors consider that while apprenticeship is facing difficulties in some of the OECD countries because of the employers' reluctance for economic reasons the situation stems from the occupational structure prevailing in these countries. There the craft status is socially established and sometimes guarded by strong trade unions, and skilled craftsmen are transferrable among enterprises but not among occupations. This system tends to lag behind the changes in technology as illustrated by actions taken by a number of governments for apprenticeship reform.

In contrast, apprenticeship is almost non-existent in Japan and vocational preparation is effected mainly through general education plus training specific to the enterprise. What the employers expect of schools and training institutions is to provide sound general education and trainability and not transferrable skills. Workers thus recruited and trained do not normally move from one enterprise to another but engage in different jobs within the same enterprise.

The authors consider that while the Japanese system has the clear advantage in its adaptability to technological changes it has its weakness in disregarding the needs of low academic achievers, handicapped, unemployed adults, etc., who are unable to follow the usual course of vocational preparation. The system needs modification, and public vocational training institutions, which has been neglected so far, will have a part to play in the modified system.