Abstracts

Development of the Vocational Education System as Public Education in Massachusetts, U. S. A. 1900s–1910s: Focusing on the Change of the Aims and Curriculum of Industrial Schools

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Key words: Massachusetts/Vocational Education System as Public Education/Report of the Douglas Commission/Commission on Industrial Education

This paper aims to analyze the developmental process of the vocational education system in Massachusetts, U. S. A. and to point out some of its characteristics. It has been said that the Report of the Commission on Industrial and Technical Education, (i.e. Report of the “Douglas Commission”, 1906), recommended the creation of trade schools, which aimed to teach specific trades. However, this report recommended the establishment of industrial schools, the aim of which was to give preparation for apprenticeship.

The policy regarding industrial schools was also pursued by the Commission on Industrial Education appointed after the submission of the Report of the “Douglas Commission”. The image of the industrial school (4 years) curriculum at that time was as follows:

(1) In the first 2 years, half of the time should be allotted to general shop work, i.e. general woodwork and general metalwork. Another half should be allotted to related academic works, such as English, mathematics, science, civics, etc.

(2) In the latter 2 years, specialized shop work, e.g. machine shop, wood construction, should be given as well as academic works.

In 1909, D. Snedden took the office as the Commissioner of Education in Massachusetts, and C. A. Prosser became the Assistant Commissioner of Vocational Education in 1910. After that, the policy on industrial schools changed dramatically. Under the direction of Snedden and Prosser, these schools were changed into the institutions that gave the training in specialized shopworks, such as machine shop, carpentry, printing, etc., and they should be taught from the beginning. The time allotted to shop work was also greatly increased. That meant that industrial schools changed into the institutions similar to trade schools.

Such changes to the aims and curriculum of industrial schools, supported by Snedden and Prosser, were influenced by the argument of the “real vocational education”, which defined “vocational education” as training for the specific jobs in the actual employment. That meant that the vocational education system in Massachusetts became the model of a nationally organized one under the Smith-Hughes Act enacted in 1917.

The Maintenance and Operation of the Vocational Qualification System in China

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Key words: China/Economic Reform/Vocational Qualification System/Labor Market/Middle Vocational Education

"School education certificates" were mainly used in China when judging the technical level of a laborer and an employee in the time of planned economy. However, according to the shift to the market economy and formation of the labor market, the vocational qualification system was established in China. In this paper, after surveying the process of formation and maintenance of the occupation qualification system in China, the use of the occupation qualification in the labor market in China, and the relation between the vocational qualification and middle vocational education, and tasks when carrying out vocational qualification system are analyzed.
Abstracts

Hidekichi OKAYAMA’s Theory of Educational Value for Manual Training at Japanese Elementary Schools after his Study abroad in the West

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Key words : Hidekichi OKAYAMA, Manual Training Course, Educational Value, Teaching Material, Educational Manual Training

Hidekichi OKAYAMA’s theory of educational value, focused on his teaching materials for Manual Training at the Japanese elementary schools after his study abroad in the West, had the following characteristics. His educational value consisted of the combination of the next two axes of coordinates. One axis, OKAYAMA called “educational value”, was composed of the elements of the abilities that should develop them into each child in the lesson of Manual Training course. The other axis was composed of each teaching-learning unit, called “saiku”, that corresponded to the element of these abilities. These 2 basis axes are not changing from before his study in the West. The changing of his educational value after the study abroad was make-up of “educational value”, the addition to the element of the ability “creative power”, and reorganization of “saiku”. When OKAYAMA’s educational value after his study abroad was analyzed, a substantial aspect of these abilities was more emphasized. Hidekichi Okayama’s theory of educational value for Manual Training after his study abroad made the aim that the children acquired the basic knowledge and skill of the modern industry, and at final developed the ability of value judgement of science and labor by them. And moreover, this theory had such a rational way that could acquire these abilities.

The Problems and Prospect of Skill Standard Testing Systems in Thai Automotive Industry

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Key words : Thailand/ Automotive Industry/ Skill Standard Testing/ Education and Training of Production Employees

Skill standard system can play a role in raising incentives for skill improvement of employees and firms and reducing uncertainty of interaction cost, through presenting common standard of the necessary skills in the industry. As for Thai automotive industry, this kind of system is important, especially because local firms and their employees are not conscious well of the higher skill requirements from customers more than their expectations.

Based on the above understandings, this study analyzed the present condition and limitations of the existing systems, and the contents of “Auto Industry Certification System” by Thailand Automotive Institute (TAI) which is in preparation for starting operation. The existing systems, both national and intra-house, are not sufficient to promoting the necessary skill improvement. On the contrary, the new system by TAI is regarded as better one to meet the industry’s needs.

In addition, we obtained the result that the operating subject need to actively deal with “skill improvement function” and “skill evaluation function”, as well as “skill certification function”, in order to attain the aim of skill improvement and reduction of interaction cost. Since the new system includes measures to implement these functions, we can evaluate its feasibility high in terms of the system design.