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# STUDENT PERSONNEL SERVICE IN JAPAN

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## Preface

In the course of the writer's study at Chico State Colloge, California, 1964~1965, this paper was submitted to Dr. Hugh Bell to report of the outline of student personnel service in Japan. Dr. Bell is the professor of the pupil personnel work in the college and one of the most eminent authorities in this field. Particular thanks are due to Mr. Shinjiro Hirotsu, president of Baiko Junior College, who gave the writer the chance to publish this paper.

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## I. The General View Point.

It is very new and only twelve years have passed since the student personnell work started.

(1) Tokyo University started the work in 1952 at the request of the Ministry of Education of Japan. If the aim of the student personnel service is the education of a person as a whole, the idea was very strong in the very beginning of Japanese educational history.

Japanese education started from a small scaled private school. Shoka sonjuku\* by Shōin Yoshida is one of the most famous private schools. It was opened in Yamaguchi prefecture before the restoration of Meiji period, more than 100 years ago. The teacher was a very fine samurai warrior who thought the emperor should be the ruler. His teaching was not only limited to reading books and training in military arts, but also was a spiri-

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\* "Juku" means a small scaled private school where teachers and students have close contact, and students are trained not only for scholarship but education for the whole person. Before Meiji period, each section under the feudal government had each Juku in it to educate samurai warriors' sons.

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tual one. He strove hard to educate fine characters to be the leaders of the period. Many good leaders were sent to the society and worked for the restoration. His characters influenced many young people, and his method of education was successful. Before that period, Buddhist priests had the responsibility for teaching children how to read and write at the temples. This was called terakoya. The private school by Shōin became so famous, that from early Meiji period to before world war, the type of the school was followed by some educational people. Keio Gijuku University which is very famous now and Tsuda juku College are founded after the type. Though, in these schools, students had close relation with teachers, students individualities were not respected. Students' future happiness was not thought important. More important was the "public" or family. This was the common way of thinking in Japan at the time.

In the latter part of the Meiji period, the Sapporo Agricultural College (later called Hokkaido University) was founded. One of the professors, Dr. Klark,\*\* came from America. His idea was quite new for students in Japan. He released his students from the Feudalistic way of thinking. Freedom to choose, development and respect of individual ability and happiness inspired young students. Many good citizens and leaders who had liberal ideas and were sustained by Christianity, were sent out. When the Prof. Klark resigned from the university and went home, many students accompanied with him on horseback, unwilling to part with him. This relationship should be the fundamental atmosphere for student personnel service. Young Japanese students respect professors for the most part and they have a tendency to receive knowledge from professors willingly. If the education of students as a whole, which is one of the fundamental ideas of student personnel service, were based on this relationship of professors and students, marvelous result will follow.

After the Meiji period, many events happened in Japan. There was the influence of the communistic idea in early Showa period (around 40 years

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\* from "Student Personnel Service in Japan" by Wesley P. Lloyd.

\*\*Dr. William Smith Klark (1826 ~ 1886) President of State Agricultural College, recommended by President Grant of the US came to Sapporo Agricultural College in 1873 which was founded as a part of the Japanese governmental plan to develop Hokkaido

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ago) and the militarism during World War II. Individual welfare was neglected. After the war, the unique relationship between professors and students, as was seen in Hokkaido University, was founded in the International Christian University (from now on "ICU"). Some American professors influenced students with the firm backbone of Christianity. The graduates from the university in early days were really unique and gained good reputations. If student personnel services are successful in the future, graduates will gain an even better reputation. Good student personnel service will be attained by good counselors who love students, accept students and are accepted by students. It does not depend on techniques and study only but sincerity and faith in the philosophy of student personnel service.

Turning back to the Meiji and Taisho period, I would like to explain about professors and students relation. The eminent tendency in those days was allegiance to the academic life. People paid high respect toward professors. (Nowadays, manufacturing is so prosperous that bright graduates mostly are taken by the manufacturing field.) Consequently students apt to respect higher education. The tendency still remain and is spurring the rush to the university. This rush is so serious, that the Ministry of Education is trying to promote the idea, backed with the statistics. that a person who gets a job after graduation from the senior high school will gain a bigger amount of salary in total in his whole life, than a university graduate. (In fact, many high school graduates stay at home only for preparation for entering universities. This writer knows students who studied only for entrance examination for five years at home.) The emblem of university students, "Kakubo" - the square topped black caps- are paid much respect. Sometimes, peddlers wear the square caps pretending to be university students to gain trust by people. During the Taisho period, (60-40 years ago) there was a quotation, "I am willing to give my daughter to be a bride, if he is one of the graduates from the universities." In this way, the graduates from universities had very good reputations, and students were very sincere and ambitious.\* As it was mentioned before, professors were respected. At the same time there was very good

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\* In this period, the new idea of liberalism was prevailing. Students were more free. This tendency, mingled with good qualities in Japanese "samurai" spirit, brought a remarkable character.

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association. One of the famous Japanese writers, Soseki Natsume, wrote many stories such as "Sanshiro", "I am a cat", "Kokoro (Human heart)" and others concerning university professors' and students' lives. There can be seen very deep and good human relations between them. Students often were influenced by professors not only in the academic way but also in a characteristic philosophy of life. If they had had knowledge about the philosophy and technic of student personnel work at the time, the marvelous results would have been seen.

The student personnel office has been misunderstood to be the place to control students thought or to punish students. Still now many students, even professors are apt to think so. The misunderstanding came from the "student section" which was set in universities to prevent communism influence the students before and after 1930. Most students disliked the office.

During the world War II, many university students were sent to the battle field. This time liberalism was repressed. Their individualities were crushed under the pressure of militarism. People's lives were treated just like bullets, and people were forced to sacrifice all for the war. After the war the idea of freedom, which was brought by Americans, was literally welcomed by all the people in Japan. However, it took much time until democracy and respect for individuality was understood. Since Tokyo University started student personnel service early in 1952, universities all over the country have knowledge and understanding about student personnel service, but in high schools and primary schools, the interest about personnel work grow slowly. Even in Universities, student personnel service is confronting a wall. There are so many students in one university that both professors and staff can not distinguish the students' names. The shortage of specialists (who were qualified to be counselors) is another barrier. For example, in a famous university in Tokyo, more than three hundred students are attending one class, and professors speak through microphones. There is no personal contact with individual students. As for the specialists, most of the positions of deans of students are circulated among professors who are not the specialists in the field of personnel services. They do not like to be deans, because they cannot study if they worked as the dean of students. Staff members too, like to work in other sections such as accountants or superintendent rather than to work

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in the student personnel office, because there is no hope of promotion in the student personnel office. The ideal of student personnel service will be reached when all faculty and staff members understand and cooperate. It would help students a lot if all the faculty members are required to have study session about student personnel work for a certain period.

At present in Japan, there are many attempts to promote the idea of student personnel service especially in universities. Japanese Federation of Studying Student Personnel Service, and Ministry of Education hold big annual meetings. Professors all over the country gather in Tokyo. Lectures, symposiums and study presentations which cover philosophy about student personnel work, students life, counseling, students' activities, housing and health management are held. These meetings are obtaining very good results. In that meeting, prof. Morito, president of Hiroshima University, called our attention on the following three points:

- 1) University education is tending to be mass education
- 2) Physics and chemistry are prosperous areas nowadays. It causes education to be a technical one and neglects to study individual personalities.
- 3) It is important that professors feel the responsibility of watching over students, of doing their best for the students' individual happiness and to educate students who can contribute to the well being of the society.

In fact good graduate students are taken to the manufacturing fields with few distinguished students remaining in the university. That means people in society are too eager to make things, rather than to build up people. For these reasons, professor Morito hoped the student personnel service (to build up persons) would be paid more attention. Professor Morito regretted that the philosophy of student personnel service was not understood by students. He hoped that the relation between professors and students would be a warm human relation. He wished that schools and teachers would do their best in arranging circumstances in both moral and material meaning.

### II. Fields of Student Personnel Service.

- 1) Vocational guidance
  - (1) General

At present the work of placement office is a kind of introducing

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occupations to the students. Most of the positions in prosperous companies and government are filled with the graduates from certain universities, so senior high school students are very eager to get into the famous universities. For that purpose, mothers are very anxious to send their sons to good junior high schools. Even ambitious mothers think very seriously about the district to live in to get into good primary schools while their sons are still babies. Many primary school children are forced to study at evening or Sunday school beside their day time schooling. They are accepting this inevitable. Many graduates from senior high schools are left unadmitted by the universities in which they wanted to enter. They study hard at home and preparatory schools for entrance examination at least for one year, and some people five years. (We call them Rōnin which means unhired "samurai," warriors in past feudalistic society). As Dr. Lloyd mentioned in his book \* 35% of admitted students in the universities are rōnins. This causes many problems afterward during their university life. Many companies and public offices hire graduates through the recommendation of certain professors. So students want to study with these famous professors. Usually big companies want to have efficient students and try to find them very early, nearly one year before their graduation. Universities have conferences every year to make agreements that they will introduce jobs to students by October. (Senior students are expected to graduate in March). However, the agreements are not working in actual practice. Most of big companies finish deciding about their new employees in July. Senior students usually are busy in their first semester visiting the companies and acquaintances to get connections and recommendations from socially powerful relatives or acquaintances. They have little time to study. Some of the students cannot get enough credits to graduate and this causes problems with the company where they were supposed to work.

In the ICU where this writer had been working, 62% of all graduates received employment (half of the numbers of whole students in the university are female. Many female graduates do not

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\* "Student personnel Service in Japan"

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work. Some get married, some go abroad to study, and some just remain at home) The following is the fields of students hired. The numbers of graduates who are hired are listed in the following order.

1. Manufacturing
2. Education
3. Trading
4. Journalism and advertisement
5. Transportation
6. Banks, bonds, and insurance
7. Governmental or public office
8. Organization or association

In 1963, the number of Japanese graduates were 150. Eighty of them wanted to get a job. Seventy five got employment four months before their graduation. 35% of these students were females. Three hundred positions were offered.

### (2) Salary offered (monthly)

	male	female
highest	¥ 30,000 (83 \$)	22,000 (61 \$)
lowest	16,500 (43 \$)	16,400 (43 \$)
average	21,000 (58 \$)	18,850 (52 \$)

The highest amount of money was offered by a manufacturing company (rayon) and an American trade company. This university is comparatively advantageous for job hunters, because of their English conversation, which does not always benefit their future.

### (3) The actual condition of introducing positions.

- a. Offering of positions start in June. We had most offerings from promising manufacturing, trading and broadcasting companies in July. Later we received offers from the advertisement and publishing companies. After September only minor and small manufacturing companies were left to choose. As for girls, the offerings were received from later August (except the technical field.) As for the educational field, examination to be public school teachers in Tokyo is held in October or November. Private or rural schools send their offering anytime. The salary is very low. (around fifty dollars per month) Examinations for diplomatic officials is held in Spring.

### (4) Miscellaneous

1. Students have a tendency to rush to a certain kind of job such as several promising manufacturing companies, and fail at the

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examination. Students who received employment required to answer the questionnaire which we gave. According to the opinionairs some of the students were reflecting that the most important thing is to find their interests and aptitude. The following is very important for students to know beforehand.

- a. To try to know their own limitation of ability, scholastic achievement and interest. (It is very difficult to evaluate their ability correctly - not too high and not too low than the actual ability)
  - b. To find out the actual state of Japanese industries.
  - c. To study the individual industry and study about company according to their desired field.
  - d. To decide which company they would apply.
2. It is too late to think of which field they would choose when they become senior students. almost of all students started to think too late about their future plans. It would be better to consider and choose their future vocation when they are sophomores which field they like to choose and pay consideration in courses they are going to take
  3. It would be wise to visit companies during April and May to get information to know the atmosphere of the companies, and to compare with others.
  4. Listen to elder people's experience and opinions
  5. It is important to advice students not to choose their occupation only from the point of view of salary.

ICU students have an inclination to prefer the companies where they can work meaningfully or given the certain responsibility from the beginning. This may be because ICU fosters such inclinations in students or because these students who has such inclination tend to gather at ICU. However, it is necessary that they choose the occupation from a long view. It is very important to decide the future plan early and once decided, stay with the course unwaveringly. For that purpose, the placement office should prepare test forms such as interest test or aptitude test to give students when this is needed. We sent those students to the public counseling institution of vocational adaptability to be tested. Students came back to report that they can choose any job and most university students can take any job they like. It seems that what they need more is vocational counseling to find out what is their aptitude. Counseling of vocational guidance should be directive giving information to the students.

— to be continued. —