

HISTORY OF FISHERY EDUCATION IN JAPAN*

by

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ABSTRACT

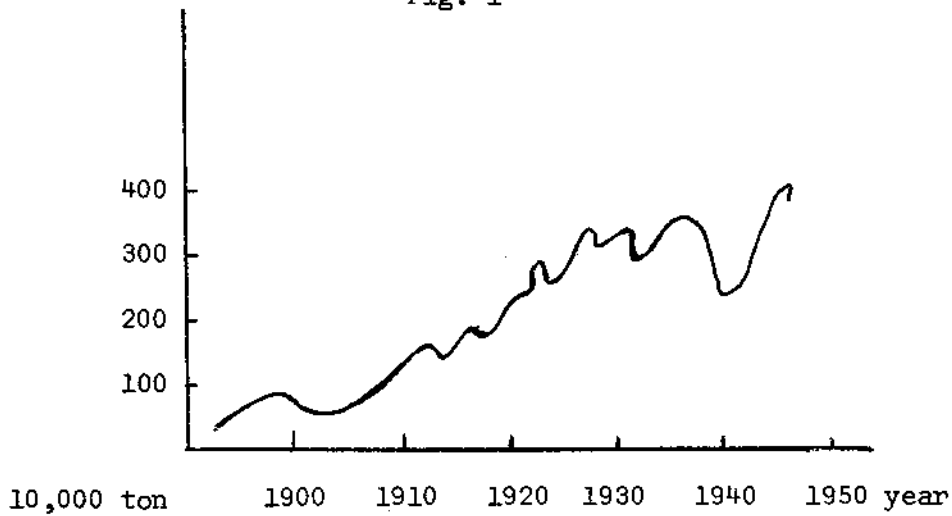
The historical development of the fisheries education in Japan has been reviewed. A list of 23 training establishments dealing with fishing operations, management, cooperatives, etc. is given.

Japan has a long history of fisheries, but before the Meiji era (1868-1912) no large-scale fisheries other than fixed net fishing, drag net fishing and coastal whaling were operated. Other fisheries were all of small type, and their catches were exclusively used for the local consumption. It was from the latter part of the Meiji era that the fisheries production began to take a strong rising tendency. The principal causes of such increased production were due to the increased consumption of aquatic products, exploitation of new fishing grounds and improvement of fishery techniques and facilities. As a root cause, however, we can not overlook the spread of fisheries education which was encouraged by the government and private enterprises.

For the purpose of promoting the technical development of fisheries and carrying out various researches on fishery industries, it is absolutely necessary to seek the assistance and guidance of fishery technical experts. In view of the necessity for cultivating such men of talent, the Japanese Government undertook the establishment of educational system of fisheries as one its fisheries policies in the middle of the Meiji era. It is very interesting to compare the growth of fisheries production with the development of fishery education.

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Fig. 1



In 1888, the Suisan Denshujo (Fisheries Institute) was established as a private school. The jurisdiction of this school was transferred to the Ministry of Agriculture and Commerce in 1898 and the quality of education was improved. The name of school was changed to the Suisan Koshujo (Imperial Fisheries Institute). In 1909, the Faculty of Fisheries was provided for in the Sapporo College of Agriculture, Hokkaido, and then it was developed into the Hakodate Fisheries College. In 1912, the Department of Fisheries was established also in the Tokyo University. The graduates of these schools were sent out not only to the front of industrial revolution in those days but also to the administration organizations which were in great need of fisheries specialists, and they rendered great services in their respective fields. (see paper by Fisheries Agency)

With regard to the fishery education in prefectures, Fukui Prefecture took the initiative in the establishment of a fishery school at Obama in 1895, and other prefectures followed the example by and by, and now the number of prefectural fishery schools has reached 55. (see Danno's paper)

After World War II these schools as well as those established later were consolidated into universities and fishery senior or junior high schools of new system. Now the fifteen universities which have fishery courses send out about 1,000 graduates every year and fifty-five fishery high schools, more than 6,000 graduates.

The following table shows the number of graduates who were employed in the business of fishing and aquiculture (except processing and public services) just after their graduation:

TABLE I

EMPLOYMENT OF NEW GRADUATES IN FISHERY INDUSTRIES

Year	Total	Junior high schools	Senior high schools	Universities
1955	16,414	13,996	2,196	222
1956	17,369	14,853	2,323	193
1957	17,531	15,104	2,225	202
1958	15,464	13,018	2,250	196
1959	14,504	11,790	2,490	224
1960	11,070	8,370	2,397	303
1961	7,324	4,840	2,170	314
1962	9,451	6,837	2,257	357
1963	10,981	8,667	2,088	226
1964	9,510	7,680	1,668	162

The percentage of employment of new graduates in these fields shows a falling tendency from the peak in 1957 (17,000) to the bottom (9,500) in 1964, and the most remarkable decrease is seen in the employment of junior high school graduates. Such decrease in the aspiration of the graduates toward fishery industries may be attributable partly to the fact that among junior high school graduates the applicants for entry to senior high schools have increased in number and that there is an increasing tendency among graduates at large in hunting for employment in other industries which appear to secure more stabilized incomes and safer labor environment than fisheries. With regard to the employment of graduates of senior high schools in fishery industries, no remarkable fluctuations can be noticed in their number. This may be traceable to the present conditions that many of them can find their employment in comparatively large fishery enterprises because of their accomplishment of advanced technical education. The general tendency of the employment of graduates in fishery industries appears to be influenced by industrial fluctuations same as in any other primary industries.

Generally speaking, the present social conditions which do not necessarily make it easy to supply the graduates of fishery schools with good employment in fishery industries are greatly reducing the effect of fishery education. For the purpose of improving the effect

of education, it is absolutely necessary to have such social conditions that may encourage great hopes in the future of fisheries industries.

Fishermen's Cooperative Associations in fishing villages are required to have directors and leaders specially qualified for the management of associations covering fisheries science and practice. Cooperative Association Schools (see Murakami's paper) are playing an important role in the cultivation of such talents and experts.

The activities of study groups have been developed far and wide in the farming, mountain and fishing villages in Japan recently, which shows the growing enthusiasm among villagers for the assimilation of up-to-date professional knowledge. Fisheries extension officers are playing a very important role in this field. (see paper by Fisheries Agency)

Training meetings in the operation of fishing boats, engineering and radio telegraphy training centers for cultivating ship's carpenters, divers and freezing and cold-storing technicians are doing much for the improvement of the economical level of fishing villages.

When fishery education is diffused effectively by these means, the national fishery policy will be thoroughly understood by fishermen and that will go on a long way toward improving the progress of fishing industry.

With regard to Hokkaido which is the most important island of fisheries producing 22% of the total catch of Japan and has an old history of fisheries education, the paper of Dr. Oshima describes the actual conditions of its facilities of education by kinds and classes.

Training establishments	Organizers	Team and Frequency	Remarks
<u>Training meetings of divers</u>	Labor Standard Bureau	3 days; 3-4 times in a year	For fishermen, salvagers
<u>Training meetings of refrigerators</u>	High-pressure Gas Security Association	3-4 days; 5 times	For training technicians who want to apply for 1st-3rd freezing machine operators
<u>Fish farming training</u>	Seto Inland Sea Fish Farming Association	Within 7 days; several times; in 3 places	For fishermen in seaside villages of the Seto Inland Sea
<u>Frozen fish cooking lecture meeting</u>	Frozen Fish Association; Prefecture Governments; Better Home Association	1 day in various places	For housewives
<u>Fishing boat medical examiner's lecture meeting</u>	Central Association for Fishing Boat Insurance	2 days; one time	For medical examiners of fishing boats