

Urban Culture Research Vol. 3

# TOURISM *AND* EDUCATION



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Prof. Dr. RM Soedharsono  
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# **TOURISM AND EDUCATION**

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**Volume 3**

**Chief Editor**

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# *Tourism and Education*

*Urban Culture Research Vol. 3*

# Preface

It is a great pleasure to publish this book, a collection of papers reporting the third academic forum held at the Multi-media room of Gadjah Mada University, on November 3, 2004. The contributors came from Japan, Thailand and Indonesia. Its theme was "Education and Tourism in Urban Culture"

It is well known that tourism takes an important role for vitalizing or producing culture, which is often on the decline, but it can also be said that tourism could sometimes break or destroy culture. In order to avoid such a bad situation, what should we do? The answer is that we should recognize the importance of education concerning tourism. The theme of the forum was chosen from this viewpoint. Tourism was discussed focusing on the factor of education. We set the two types of topics discussed:

1. Tourism education
2. Tourism as education.

Even though we should be careful not to confuse these two topics, they might have a loose connection. Each speaker was asked to choose one of them, or both.

About the first topic: We would like to discuss the way that we could build a proper educational system for tourism in the society or academics. The system is still in only a minority of higher educational institutions in our countries. For example, only a few universities have faculties or departments for it. We should discuss the curriculum, methodology and materials of tourism education. It must be tied up with travel agencies, too.

About the second topic: Eco-tourism, one of the cultural tourisms, could be a kind of education about the environment and culture for people who participate in the eco-tour with a proper guide. They learn the ecological way to preserve nature and people's life at the

tourism sites. There has been such tourism in Japan, which is called “Shugaku Ryoko (educational tour)” for middle and high schools. Such a system is still functioning in the curriculum of the schools.

For the forum (and this book), seven researchers were invited, i.e. four from Yogyakarta, two from Osaka and one from Bangkok. The whole project was sponsored by the COE (Center of Excellence) program of the Ministry of Education and Science in Japan

*Prof. Dr. Shin Nakagawa (Osaka City University)*

*Prof. Dr. R. M. Soedarsono (Gadjah Mada University)*

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# ***Progress** Report on Tourism Education and Academic Tourism Research in Japan*

**Yoshihisa Matsumura**  
(Department of International  
Tourism, Hannan University, Japan)

## **Abstract**

In this paper I examined the development of tourism education and academic tourism research in Japan. From the middle of the 1990s, new establishments of the tourism faculties and departments in Japanese higher education institutions increased rapidly. With the collapse of the bubble economy (1986-1990) as a turning point, Japanese tourism policy changed dramatically from outbound-oriented to inbound-oriented and the social needs for a creation of new leading tourism industries were rising up. The reason for rapid increase is that the private universities of small or medium scale reacted to these social needs sensitively. There are at least 10 tourism related academic societies in Japan, but these societies are small scale and the horizontal cooperation between them is not so close. So, it must be said that the situation related to academic tourism societies is confusing. The social demand imposed on academic tourism research these days is to observe tourism development projects appropriately from a scientific viewpoint, to dig up treasures hidden in a common area and to return our research results to the field. In this time when the competition for survival among universities is intensifying, the training of talents in order to obtain practical skills required to enter a company is recognized to be the key to fight it out. Some universities have begun to take quite practical tourism business education into the formal curriculum, so the difference between tourism education in private universities and the job training in vocational schools of tourism will narrow rapidly in the near future. However, the social role of tourism education in a university must not only supply talent to the tourism industry. In order to develop academic tourism research further, we have to go out to the field, consider the problems and examine ways to solve them together.

**Keywords:** Japan, tourism, policy, education, academic research



## **Introduction**

The main purpose of this paper is to survey the development of tourism education and academic tourism research in Japan. It is divided into six parts and the results and some problems to be solved are discussed in each part. Firstly, I survey the development of the faculties and departments related to 'tourism'. Secondly, I explain how Japanese tourism policy has developed. In the third part, I approach some factors that caused the increase of the faculties and departments of tourism, while paying attention to the interaction with Japanese tourism policy. Next, the present condition of tourism academic societies is reported and the social demand imposed on academic tourism research is considered. Finally, I introduce the typical program of tourism education of four universities briefly and refer to each of their respective characteristics.

## **The Development of the Faculty and Department Related to 'Tourism'**

In this part, the brief history about the establishment of the faculty and department related to 'Tourism' is dealt with. In 1967, which the United Nations had declared as the International Year of Tourism, the Department of Tourism and the Institute of Tourism were established in the Faculty of Social Relations of Rikkyo University which had opened a hotel management course in 1946 (refer to *Table 1*). It was the first pioneering institutionalization of tourism education in a four-year university in Japan. Tourism education from the 60s to the 80s was only offered at Rikkyo University and Yokohama College of Commerce in Japan. After that, especially from the middle of the 1990s, new establishments of the tourism faculties and departments in Japanese higher education institutions increased rapidly, and it seems this trend has progressed in a booming way now. Including the tourism faculties and departments that will be established in the near future, tourism education will be offered at 27 universities, and their student capacity, if summed up simply, will be around 2880 persons. Since several universities recently established courses of

tourism within their respective departments<sup>1</sup>, more than 3000 new students can study tourism in Japan now. If we take the scale and demand of the Japanese tourism industry into consideration, it must be said that the capacity of tourism education is still quite inadequate. Talking about graduate-level education in tourism, Rikkyo University established a master course and doctor course in 1998, and Sapporo International University established a master course in 2001. In the present condition, only Rikkyo University, which offers doctor's degree courses, is actually reproducing tourism researchers within the academic communities. It can also be pointed out that many foreign students from Asian nations, such as South Korea and China, are enrolled in the graduate school.

Next, I want to describe some features of the universities in *Table 1*. Among the 27 universities listed, 22 universities are private and five universities are public. There are only 7 universities that include the word "tourism" in the faculty name. Teikyo University, Rikkyo University and Toyo University located around Tokyo are well-known mammoth private universities. However, most private universities other than these are small or medium scale universities. Among 22 private universities, seven universities are de facto colleges that manage only one faculty and four universities are women's colleges. These private universities, except for Rikkyo and Tokyo, are universities which were founded as a college or a junior college from the 60s to the 00s, and which after that maintained or increased the number of their faculties. Meio University (1994) and Nagasaki International University (2000) established their departments related to tourism simultaneously with the establishment of their university itself.

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<sup>1</sup>Approval of the Ministry of Education, Culture, Sports, Science and Technology was required for the establishment of a new faculty and department. However, the new establishment of a course within a department could be completed only by sending a notification to the Ministry. Therefore, some universities avoided complicated paperwork and established the course of tourism. Because, in case of no big change, they became able to establish them only with a notification from 2005, it is predicted that the establishments of new faculties and departments of tourism will increase further.

Generally speaking, it's relatively recently that private universities in *Table 1* were established.

Table 1 The establishment of Faculty and Department named Tourism

Year	University & College	Faculty	Department	Type	Fac.	Quota
1967	Rikkyo University	Social Relations	Tourism	Private	1	1
1974	Yokohama College of Commerce	Commerce	Foreign Trade & Tourism	Private	1	80
1991	Miyazaki Sangyo-Keiei University	Economics	Tourism Economics	Private	3	-
1993	Ryutsu Keizai University	Sociology	International Tourism	Private	4	120
1994	Hokkai-Gakuen University of Kitami	Commerce	Tourism Industry	Private	1	50
	Meio University	International Studies	Tourism Industry	Private	2	115
1997	Hanran University	International Communication	International Tourism	Private	4	120
	Okayama University of Commerce	Commerce	International Tourism	Private	3	-
1998	Rikkyo University	Tourism		Private	7	225
	Sapporo International University	Tourism		Private	3	150
1999	Kyushu Industrial University	Commerce	Tourism Industry	Private	7	200
	Cifu Women's University	Culture Creation	Tourism Culture	Private	2	-
	Osaka Meijo University	Tourism		Private	1	190
2000	Kanazawa Gakuen Women's University	Cultural Studies	Tourism Culture	Private	3	70
	Nagasaki International University	Human Sociology	International Tourism	Private	2	200
	Kyoto Saga University of Arts	Arts	Tourism Design	Private	1	40
	Univ. of Marketing & Distribution Science	Service Industries	Tourism & Living Arts Business	Private	3	100
2001	Toyo University	Regional Development Studies	International Tourism	Private	9	200
	Suzuka International University	International Studies	Tourism & Hospitality	Private	1	70
	Nara Prefectural University	Area Creation	Tourism Management	Prefectural	2	100
2003	Obiagakuen University (for Women)	Human Science	Tourism Culture	Private	2	60
	Osaka Seikei College		Tourism	Private	1	90
2005	University of Ryukyus	Law & Letters	Tourism Science	National	6	40
	Yamaguchi University	Economics	Regional Policy for Tourism	National	7	30
	Meikai University	Hospitality & Tourism Management		Private	5	200
	Takasaki City University of Economics	Regional Policy	Tourism Policy	Municipal	2	120
	Matsumoto University	Synthetic Management	Tourism & Hospitality	Private	1	100
2006	Josai International University	Tourism		Private	6	120
	Teikyo University	Economics	Tourism Management	Private	7	-
	Heian Jogakuen University (for Women)	Human Sociology	International Tourism Communication	Private	2	90
2007	Wakayama University	Tourism		National	3	-

On the other hand, the entry of public universities into the tourism education market has just begun recently. The Nara Prefectural University manages two world cultural heritages; the Ancient Nara registered in 1998 and the Horyu-ji Area registered in 1993. In the Okinawa Prefecture where the University of Ryukyus is located, there is a world cultural heritage named 'the Gusuku Sites and the Related Properties of the Kingdom of Ryukyu' which was registered in 2000. Wakayama University which is planning to establish a new faculty of tourism next year is close to the Sacred Sites and Pilgrimage Routes in the Kii Mountain Range, registered as world cultural heritage in 2004. All public universities mentioned above are located in a prefecture which holds world cultural heritages. Therefore it can be presumed that these universities decided to establish a new faculty or department of tourism, in response to the strong support and influence from local and central politicians and businessmen.

Although the footwork of a public university is slower than that of a private university, it is most likely that the universities located near these famous tourist areas and small-scale universities located in rural areas will participate in tourism education in the near future.

### The Development of Japanese Tourism Policy

With the collapse of the bubble economy (1986-1990) as a turning point, Japanese tourism policy changed dramatically from outbound-oriented to inbound-oriented. There were more inbound tourists into Japan than outbound tourists from Japan during the 1960's. The difference between them however was very small and limited (refer to Figure 1). The number of outbound tourists has continued to increase steadily since the 1970's, while the growth of inbound tourists has remained at a low level. Although outbound tourists from Japan reached 16.8 million in 2004, inbound tourists were 6.1 million, below half of the total outbound. As a result, Japan has continually recorded a large deficit over international tourism since the 1980's until now. As a result, in order to reduce the trade surplus under a strong Yen and a weak Dollar, the Japanese government has encouraged overseas travel of Japanese positively and paid major concern to attract international tourists until the end of bubble economy.

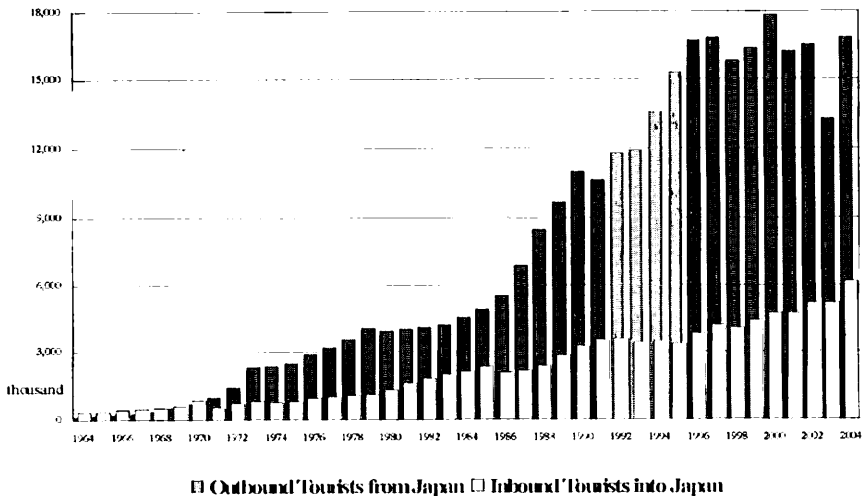


Figure 1. Outbound Tourists and Inbound Tourists in Japan

Data: *Write paper on Tourism 2004/2005*

The 'Tourism Recreation Area' which became designated in 1973 was in fact a system for building various facilities in the countryside. This was mainly in order to supply cheap leisure opportunities for domestic family trips (refer to *Table 2*). Therefore it completely differed from an inbound policy that specifically would deal with international tourists. Aiming to create a safe environment for foreign travelers, the designation and development of International Tourism Model Areas were intensified from 1986. In these areas, 'hardware' such as tourism direction boards and tourist information centers for international tourists were built. However, how the international tourists are attracted to these areas was not taken into consideration. Japanese tourism policy had been under the control of the Ministry of Transport since 1984, and has been controlled by the Ministry of Land, Infrastructure and Transport<sup>2</sup> since 2001. Considering these facts, one can guess easily that Japanese tourism policy didn't pay attention to the development of tourism software but only focused on the construction of hardware, mainly transportation infrastructure. It is not an overstatement to say, at least until quite recently, the policy has been regarded as a part of national land development policy rather than tourism policy. This tendency reached its peak at the time of the bubble economy.

The Comprehensive Resort Areas Development Law (Resort Law), which is a representative failure against the background of the bubble economy, was enacted in 1987. The purpose of this law is to promote the development of resort areas by private enterprises and the third sector (Daisan sector)<sup>3</sup>, and is supported by means of tax reduction

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<sup>2</sup>Through the central government reorganization in 2001, the Ministry of Transport, the Ministry of Construction, the National Land Agency, and the Hokkaido Development Agency were unified, and this gave birth to the Ministry of Land, Infrastructure and Transport.

<sup>3</sup>The third sector is the corporation established by joint investment of private enterprises and public sections such as central and local government. The purpose of its establishment was to use the vitality and capital of private sector under the control of public sector. In Japan, central and local public bodies are called the first sector and private enterprises are called the second sector. The third sector corporation mainly carries out development of the area and traffic infrastructure, which the public sector should do essentially.

and official low interest loans. Under this law, especially during the bubble economy, a great amount of ski resorts, golf courses, spa resorts, resort hotels, attraction facilities and amusement parks were built in various parts of Japan. In 2005, development plans of 42 resort areas, which were promoted under the law, advanced or stagnated. However, the scale-down and withdrawal of these development plans now have become an urgent matter. During the bubble economy, the construction of large-scale recreational facilities and third sector public works were also undertaken in order to expand the domestic tourism demand and to promote the domestic tourism industries. There are a lot of inferior tourism stocks that suffered a huge deficit among these, such as Seagia in Miyazaki and attraction facilities in Osaka<sup>4</sup>.

The central government set forth the Oversea Traveler Double Increase Plan (“Ten Million Plan” in English) in 1987, which tried to double the amount of outbound tourists from Japan within five years. At the time that the strong yen against dollar reached its climax, the government was forced to encourage its residents to go abroad and spend yens in order to reduce the trade surplus. The Resort Law and the Ten Million Plan are representative products of the Japanese tourism policy during the bubble economy. The designation of the International Convention Cities started in 1988, but it functioned as a promotion to construct convention facilities rather than to actually invite a convention. The Tourism Action Plan 90’s which (TAP90’s) was announced in the same year and carried out under the name of tourism promotion, as a matter of fact, only performed regional development and infrastructure construction.

In 1991 when the bubble economy had just collapsed, the Japanese government set forth a new tourism policy named Two-Way Tourism 21 Plan, and paid attention to the inbound along with the moderate word ‘Kanko Kouryu (Tourism Exchange)’ for the first time. From a

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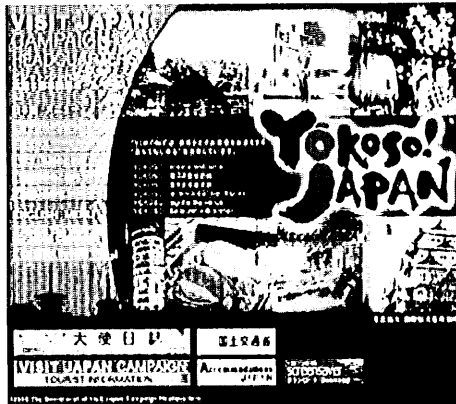
<sup>4</sup>Seagia was built through a joint investment of the Phoenix Resort and Miyazaki Prefecture and went bankrupt with its debt exceeding 300 billion Yen in 2001. Most amusement facilities built by the third sector system in Osaka, such as the Osaka Dome, Festival Gate etc., were also saddled with huge debt and failed.

Table 2 The Policy of Tourism and Events in Modern Japan

Year	Tourism Law, Tourism Policy and Tourism Plan	Events on Tourism
1952	Tourism Agency Law	
1963	Basic Law for Tourism Tourism Policy Council established at the Prime Minister's Office	
1964	The Establishment of Japan National Tourist Organization and Japan Tourism Association Liberalization of Japanese Oversea Travel	The First Publication of White Paper on Tourism Tokyo Olympic Games
1967		International Tourism Year of United Nations
1970		Japan International Exposition in Osaka
1972		Winter Olympic Games in Sapporo
1973	Tourism Recreation Area Development Plan	Shift to Japanese Yen's Floating Exchange Rate System
1975		Okinawa International Marine Exposition
1978	Joining to World Tourism Organization of Japan	Opening of New Tokyo International Airport
1981		Kobe Port Island Exposition
1983		Opening of Tokyo Disneyland
1984	Tourism Policy Council at the Ministry of Transport	
1986	International Tourism Model Areas Development Plan	
1987	Comprehensive Resort Areas Development Law (Resort Law) Oversea Traveler Double Increase Plan (Ten Million Plan)	Privatization and Division of National Railway Privatization of Japan Airline
1988	International Convention City Designation Tourism Action Plan 90's (TAP90's)	
1990		International Garden and Greenery Exposition Osaka
1991	Two-Way Tourism 21 Plan	
1992	Law for Promotion of Tourism by Implementation of Local Traditional Performing Arts Event etc. and the Specific Area's Commerce and Industry	
1994	Law for Promotion of International Tourism by Promotion of International Convention Attraction and Facilitation (Convention Law) First Designation of International Convention Cities	Opening of Kansai International Airport
1995	Domestic Tourism Promotion Council	
1996	Welcome Plan 21 (Visit-to-Japan Tourism Exchange Double Increase Plan)	
1997	Law for Promotion of International Tourism by Encouragement to Diversify Foreign Tourists' Visit Areas (International Tourists Attraction Law) International Tourism Theme Area Designation	
1998		Winter Olympics in Nagano
2000	New Welcome Plan 21	
2001		Opening of Universal Studio Japan and Tokyo Disney Sea, September 11
2002	Global Tourism Strategy Designation and Opening of Visit Japan Campaign	World Cup of Football in Japan and Korea
2003	Tourism Nation Declaration by the Japanese Government Tourism Nation Action Plan Designation	SARS Panic, Invasion of Iraq
2005		EXPO 2005 Aichi

viewpoint of promoting international tourism, the law aiming to attract conventions (Convention Law) was enacted in 1994. The Visit-to-Japan Tourism Exchange Double Increase Plan ("Welcome Plan 21" in English) released in 1996, set forth the inbound policy more clearly. In this new plan, the ambiguous word 'Tourism Exchange' was strengthened with the word 'Visit-to-Japan' and a clear target of 7 million inbound tourists in 2005 was proposed. Under this basic

plan, a new law to form several bases where international tourists can gather, commonly known as the 'International Tourist Attraction Law', was enacted and the designation of International Tourism Theme Area also started in 1997. The New Welcome Plan 21 in 2001 increased the target to 8 million inbound tourists in 2007. At the end of 2002, the ministry of Land, Infrastructure and Transport announced the Global Tourism Strategy as a more comprehensive tourism policy, and the Visit Japan Campaign is also based on it. In February 2003 when the SARS panic hadn't subsided yet and when the countdown of Iraq invasion started, based on a series of inbound policies Prime Minister Koizumi stated in his speech on administrative policies that the amount of foreign tourists to visit Japan will be doubled by 2010. This became the de facto 'Tourism Nation Declaration' by the Japanese government<sup>5</sup>. The more concrete 'Action Plan for Tourism Nation Declaration' was unveiled in the summer of 2003. It's from then that Japanese policy for inbound tourism has begun to take real big steps.

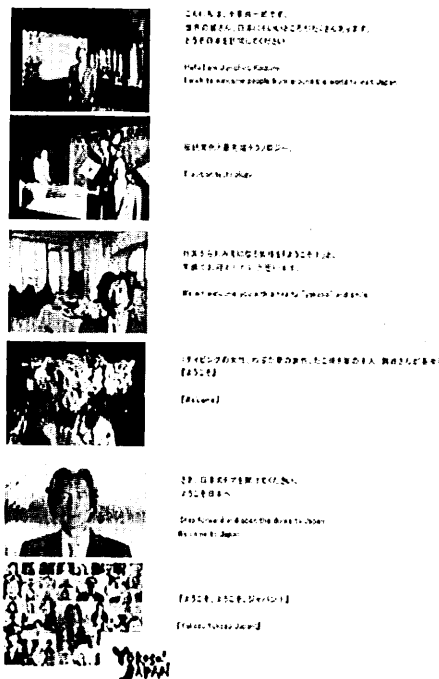


Front Page of 'Visit Japan Campaign' (<http://www.vjc.jp/>)

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<sup>5</sup>About the Visit Japan Campaign (<http://www.vjc.jp/>) and Japanese tourism policies after tourism nation declaration (<http://www.mlit.go.jp/sogoseisaku/kanko/top.htm>), these homepages are providing information in English. It was very rare to offer tourism policy and tourism promotion in a foreign language until recently.





Tourism Promotion Video by Prime Minister Koizumi

### Factors that Made the Tourism Faculties and Departments Increase Rapidly

Why have the facilities of faculties and departments related to ‘tourism’ increased rapidly since the 90’s? The first factor is that after the collapse of bubble economy the social needs for a creation of new leading industries were rising up and that their attentions were turned to tourism industries. The private universities of small or medium scale, which could reorganize their existing education systems comparatively easily, reacted to this social attention substantially from the 90s to mid 00s. Since the government reacted to this social attention through the Tourism Nation Declaration in 2003. Large-scale private universities and slow-moving public universities also began to participate in tourism education from the middle of the 00s. In addition to the higher education institutions, there are more than ten vocational schools that offer training in tourism business, hotel business,

hospitality management etc. in Japan<sup>6</sup>. These schools have achieved a great popularity among young people and have increased in numbers in recent years. It could be said that tourism education in Japan is developing along with the conversion of tourism policy.

The second factor is deeply connected with the social environment change involving Japanese universities. The birthrate of Japan has remained at a very low level for a long time, and the population layer of 18 years-olds that wishes to enroll in a university is decreasing rapidly. The Central Council for Education of the Ministry of Education, Culture, Sports, Science and Technology predicted that the number of students who wish to enroll in a university would shrink to the number of the student quota of all universities in 2007. It means that there will come a time when anyone can enter a university, which is called 'Zennyu-jidai' in Japanese and feared by university staffs. Furthermore, under the name of administrative reform, public universities must accomplish de facto privatization within several years and are severely pressured to restructure their staff, reorganize their education system and merge with other universities. Now, it is no exaggeration to say that all Japanese universities have participated in the survival game of gathering students in order to maintain their level of education and research. In this severe game, especially the universities and junior colleges located in rural areas are forced to battle. In the past several years, there are several private junior colleges that stopped recruiting new students in anticipation of closing, and there are some private universities that failed in their debt management. In these hard circumstances, a lot of universities are trying or planning to enter the tourism education market which is rich in possibilities and easy to secure student inflow. It would be the last trump card for some universities to survive. Some universities, however, shown in Table 1, haven't secured their student quota yet.

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<sup>6</sup>According to statistics of the Ministry of Education, Culture, Sports, Science and Technology in 2003, there are 3,430 vocational schools in Japan, with a total of 786 thousand students enrolled ([http://www.mext.go.jp/b\\_menu/toukei/001/04011501/003.htm](http://www.mext.go.jp/b_menu/toukei/001/04011501/003.htm)).

The third factor has to do with the reliance on people of pure academic passion to try to get over the wall of the existing disciplines and lift up the 'Tourism Research' to a new stage. The former tourism researcher used to belong to existing disciplines like sociology, geography, cultural anthropology, economics, etc. but most of them were dissatisfied by the low evaluation given to tourism research within their respective discipline. Moreover, the businessmen and bureaucrats dealing with tourism also shared this passion. The institutionalization of 'Tourism' in the higher education is deeply connected with the process that 'Tourism' is beginning to be recognized as a new research field or discipline in Japan. It also means that the social evaluation of sightseeing research has improved. 'Tourism Research' is translated into 'Kankou-gaku' in contemporary Japan, which gives the impression of being an independent discipline like sociology (Syakai-gaku) or geography (Chiri-gaku). However, it must be said that the actual condition of 'Kankou-gaku' is not a discipline but 'a varied range of research on the tourism phenomenon'. The question remains whether tourism research is an independent discipline or not? What makes up our own approach and unique research area? Unfortunately, we haven't argued seriously enough about these fundamental questions until now. It appears that although we haven't defined properly yet what 'Tourism Research' embodies, the word 'Kankou-gaku' has begun to walk alone. Tourism education in universities and academic societies related to 'Tourism' tend to get confused because of the lack of definition on 'Kankou-gaku'. In the next part, I want to mention about the background in which such a situation was produced.

### **Academic Societies Related to 'Tourism' in Japan**

There are at least 10 tourism related academic societies in Japan (refer to Table3). The oldest one, called the 'Japan Academic Society of Tourism' (Nippon Kankou Gakkai), was organized in 1960, but the Society was divided into the General Tourism Society (Sogo Kankou Gakkai) in 2001 and its influence has declined remarkably. Now only four academic societies among them, the Japan Institute of Tourism Research (Nippon Kankou Kenkyu Gakkai, almost 650 members)

formed mainly by the Rikkyo University, the Japan Foundation for International Tourism (Nippon Kokusai Kankou Gakkai, almost 200 members), the Japan Academic Society of Tourism and the Japanese Society of Leisure and Recreation Studies, are registered at the Science Council of Japan (Nippon Gakujyutu Kaigi). These four societies have a relatively large number of members and are active at the national level. Generally speaking however, it's not very long since tourism related societies were established. Compared with other societies of social sciences, tourism-related societies were small scale and the horizontal cooperation between them is not so close. In recent years, the argument between societies over leadership has emerged into the open and it must be said that the situation is confusing.

**Table 3 Academic Societies and Journals Related to 'Tourism' in Japan**

Academic Society	Journal
Japan Academic Society of Tourism (1960-)	Journal of Tourism Research (1961-?)
Japan Institute of Tourism Research (1986-)	The Tourism Studies Quarterly
Japan Foundation for International Tourism (1993-)	JAFIT International Tourism Review
General Tourism Society (2003-)	
Society for Tourism Informatics (2003-)	
Japanese Society of Tourism and Hospitality Educators	Hospitality (Annual)
Japanese Academic Society of Hospitality Management (1992-)	Journal of Leisure and Recreation Studies
Japan Tourism Society (2001-)	
Japan Institute of Eventology	
Japan Ecotourism Society	

Before establishing these academic societies, many industrial organizations<sup>7</sup>, which consist of tourism agents and tourism promotion organizations<sup>8</sup> that are closely connected to the government, have existed in Japan. These organizations hire

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<sup>7</sup>For example, All Nippon Travel Agents Association founded in 1956, Japan Association of Travel Agents founded in 1972, Japan Hotel Association founded in 1909, Tourism Industry Association of Japan founded in 2001, Japan Tourism Facilities Association founded in 1957, etc.

<sup>8</sup>For example, Japan Tourism Association founded in 1931, Japan National Tourist Organization founded in 1931, Asia-Pacific Tourism Exchange Center founded in 1995.

executives of travel agencies, influential politicians, elite governmental officials, etc. as directors, and act as a mediator between the private sector and public sector. They have a very strong influence on the making of tourism policy. Furthermore, with their abundant funds and manpower, some of them have collected tourism statistics, published reports on tourism and carried out research activities. Since these existing organizations have already built a firm status in Japan, almost all academic societies of tourism that were created later were launched with more academic aims. However, it is not easy to clarify how they differ from these organizations and therefore, these academic societies of tourism always have to consider carefully in which direction they should progress. To a greater or lesser extent, current academic societies of tourism in Japan consist of not only tourism researchers from various disciplines and individual interest in tourism research, but also of leading businessmen engaged in the tourism industry, government officials standing on the front line of tourism policy and NPO members active in tourist areas.

In the case of the Japan Institute of Tourism Research, including its graduate students, about two thirds of all members are made up by tourism researchers. Although it is very difficult to define the term 'tourism researcher', societies that are composed of more businessmen and official government members than tourism researchers also exist. The individual characteristics of the tourism researcher enrolled in a society vary from pure academic-oriented to practical activity-oriented. My impression is that the former contains many social scientists with a background in an existing discipline such as sociology, cultural anthropology, geography, economics, commercial science, business administration, etc., and a handful of engineering scientists who have studied architecture, urban planning, transport planning or landscape design. On the other hand, the latter has many researchers belonging to research institutions or consultants, which are often under the influence of private travel agencies or the government.

In addition to this situation, when the faculties and departments of tourism were established successively, pursuing talent that can

offer practical tourism education, some universities employed several businessmen, government officials and specialists engaged in tourism. As a result, although the teaching staff of a university should pursue and reproduce academicism essentially, the details about them are also very various. It is an obvious fact that tourism research is an interdisciplinary new study field at present. However, it is also a fact that the individual members' stance towards tourism research and the goals they set are too different in order to achieve a consensus on where we should go. Whether we try to develop and extend tourism research as an interdisciplinary field or whether we try to group and establish 'Kanko-gaku' as a new discipline, we at least have to define tourism itself and build an academic consensus. If we could produce such a consensus, tourism societies would change from the mere social saloon that exchanges tourism information among each other into a real academic place that exchanges constructive criticism to solve the actual problems.

### **Social Demands on Tourism Research**

The membership of tourism societies, which consist of people of various talents, is a very rare case, especially in Japanese social sciences. If the consensus mentioned above were accepted, there would be a great possibility that tourism societies develop into an academic and practical group with problem-solving power. Tourism research is the practical research field which will be asked to solve various regional issues and suggest effective policy for them. In the real scene where tourism phenomena occur, various agents are active and their interests and ideals are mingled and confronted with each other. It is, therefore, very important that an academic arena where people with various backgrounds can gather and argue freely standpoint without a clash of interests gets created and maintained. Above all, in order to promote sustainable and alternative tourism, cooperation between industrial, governmental and academic sectors is indispensable. These initial conditions are already prepared for the tourism societies.

Big tourism development projects in the past, especially during the bubble economy, were promoted through a strong connection

between the major tourism companies, developers and government officials. The politicians representing the interest of a specific area were often caught between these three. Through this invisible interaction, the big projects were conducted with insufficient feasibility studies and dubious cost-effectiveness analysis. Many of them have been on the verge of a financial crisis and still are pressed towards closing down or bankruptcy. Being pushed by local politics, even private enterprises have built together with the third sector tourism hardware, although no profit can be expected through such cooperation. There was almost no space for the neutral tourism researchers to get a leg into this process, and even if a chance was given to them, their negative comments on the development were not taken seriously.

However, as the institutionalization of tourism in higher education has progressed and the importance of tourism research and tourism societies has begun to be evaluated socially since the 1990's, the necessity of taking in real academic viewpoints has also incrementally come to be recognized. After the bubble economy collapsed, both central and local governments have gotten into serious financial trouble. In recent years, it has become impossible to expect a further expansion of the economic scale and carry out new hardware construction projects easily. It would be out of the question even for the Japanese, who are unconcerned about the government wasting money, to invest huge taxes into tourism development projects without firm proof supported by scientific data.

In such a situation, the great social demand becomes imposed on academic tourism research. If we reflect on the reckless tourism development during the bubble economy, the first demand would be to observe tourism development projects appropriately from a scientific viewpoint, whether they are running or planning. The second task is to dig up treasures hidden in a common area, reassess them as new alternative tourist attractions from an academic viewpoint and further develop the software that ties and rearranges them. The most important task for us would be that we return our research results to the field where actual tourism phenomena occur. In order to contribute to the field, we have to accumulate a lot of experiential

case studies, build valid theories from them, bring them back to the field and verify them. In the sense that the interaction between the field and a researcher is complementary, tourism research cannot be an armchair science but has to be a field science.

Mentioning the relationship between urban culture and tourism research, we live in an age where reconstructed urban history and stories of place are consumed. Thus, it is expected for tourism researchers to dig up the culture that is buried in the familiar urban landscape and memories of its residents. Furthermore, the tourism development of top-down style and outside-in style are exposed to criticism, on the other hand, the importance of bottom-up and inside-out style has begun to be realized now. The stale interaction between tourism industries, construction developers, government officials, and politicians has very little experience in promoting the tourism development from the bottom and inside. The tourism development in the modern age tried to construct something in unrelated spaces but the alternatives in the postmodern age must discover something in a place that is already filled with various meanings and signs. In order to discover something, the perspective from the bottom and from the inside is indispensable, and a discovery there would change the perspective from the top and from the outside. After all, the tourism researcher as an alternative to stale interactions has to go to and from the field to comprehend the perspective from the bottom and from the inside.

Table 4 Tourism Education Concept in Japanese Universities

University	Department & Graduate School	Tourism Industry	Tourism Promotion & Planning	Tourism Culture
Rikkyo University	Tourism and Hospitality Management	Tourism as a Business (Tourism & Hospitality Management)	Tourism in Local Community (Tourism Planning)	
	Tourism and Cultural Studies		Tourism in Local Community (Tourism Planning)	Tourism as a Cultural Phenomenon (Tourism Cultures)
	Graduate School of Tourism	Tourism Industry & Management Studies	Tourism Area & Planning Studies	Tourism Behavior & Culture Studies
Hannan University	International Tourism	Group of Tourism Industry Lectures	Group of Tourism Planning Lectures	Group of Tourism Culture Lectures
Sapporo International University	Tourism	Tour Conducter Course Hotel Business Course Travel Business Course Aviation Business Course	International Tourism Course	
	Graduate School of Tourism	Tourism Industry & Tourism Business Studies	Tourism Promotion Studies	Tourism Culture Studies
Osaka Mijo University	Tourism	Tourism Management Group	International Tourism Group	Tourism Culture Group
		Travel Management Course	International Tourism Course	Tourism Culture Course
		Hotel Management Course	Foreign Language Course	Tourism Leisure Course



## **Tourism Education Programs in Universities**

In this part, the tendency and problems regarding tourism education in Japan will be clarified through the introduction of four universities' programs. The professional tourism education in Rikkyo University is managed by a 28 member teaching staff and 3 assistants. The faculty has only a department of tourism and hospitality management now, but it is planning to establish a new one named the department of tourism and cultural studies in 2006. The yearly total quota of the two departments is set at 305 persons. The main target of this professional education course is to study 'tourism as a business' at the department of tourism and hospitality management. On the other hand, it will also cover the study of 'tourism as a cultural phenomenon'. The students of both programs must attend the lecture on 'local community and tourism' and learn about actual tourist areas and how to investigate them (refer to Table 4). If you observe the details of the faculty's curriculum, it can be understood that all students firstly must study several approaches to tourism from existing social sciences such as sociology, geography, cultural anthropology, economics etc. This process means studying about the methodology and technique of area studies to investigate tourism phenomena. Furthermore, it could be surmised that this approach, which divides the faculty into two departments, is clearly trying to classify the tourism research course as a practical science and a social science. The graduate school of tourism, which is the first of such establishments in Japan, has three study fields that consist of 'tourism behavior and tourism culture', 'tourist area and tourism planning' and 'tourism industry and tourism business'.

In the department of international tourism at Hannan University, which was the first one established in Western Japan, a 13 member teaching staff teaches 120 freshmen every year. Its basic education program puts emphasis on understanding different cultures in the world and on lectures of professional education divided into three categories like 'lecture group of tourism culture', 'lecture group of tourism planning' and 'lecture group of tourism business group'. These are provided for all students. Because students are not divided

into strict study courses, they can choose lectures freely by their own interests out of these three categories. These days all universities in Japan focus their efforts on supporting the students to find a job and this influences the trend of candidates for admission considerably. Accordingly, most universities provide special lectures to get some licenses for students and give some credits for short period training at an enterprise, which is called an 'Internship'. There are the License for Overseas Travel Business Management and the License for Domestic Travel Business Management as famous licenses relevant to the tourism industry. However, in the case of Hannan University, training programs for getting these licenses are provided by the Career Center, which is established outside the department independently. The department provides only one class for two credits within the formal curriculum. During the past several years the department is encouraging students to participate in the Internship program, but on the other hand, it is also planning to put fieldwork programs into the formal curriculum as a more academic alternative. In regard to professional education, it is still a problem to be discussed whether we have to integrate the classes for job training into the formal curriculum or not.

The Sapporo International University was founded as a junior college for women in 1969. It became a four-year university in 1993 and turned into a fully coeducational system in 1999, at the same time the faculty of tourism was established. The faculty, which enrolls 150 new students every year, is managed by a 14 member teaching staff and has changed its curriculum dramatically from common tourism education into a more practically oriented program in 2005. In the professional education course of the faculty, the students are divided into five courses, which consist of a tour conductor course, a hotel business course, a travel business course, an aviation business course and an international tourism course. All the courses are provided very practical business education, and actually give training in the tourist industries relevant to it. In all courses, every student is expected to take part in the exceedingly practical business education, called 'Jitsumu', and in job training at tourism industries relevant to

their course, called 'Jissyu'. Moreover, in the formal curriculum, more than ten credits for classes to get a license in tourism are offered and some programs for internship, carrier development and interview instruction are also taken in the curriculum. This curriculum is remarkably similar to the vocational schools for tourism, and the university is proud of its high rate of employment in the tourist industry. If this faculty gains candidates for admission steadily, the difference between tourism education in private universities encountering financial difficulties and the job training in vocational schools of tourism will narrow rapidly in the near future. The main target of this university's graduate school of tourism, which was established in 2001, is aimed at the lifelong education of employed adults, rather than education for tourism researchers.

Osaka Meijo University, which was founded as a women's junior college in 1985, became the first coeducational tourism four-year college in Japan in 2000. In order to emphasize the existence of its college that teaches only tourism to a candidate for admission, they are planning to change their name into the Osaka Tourism University in 2006. They have a 190-student capacity and a 25 member teaching staff, so when observing the index of the number of students per teaching staff member, they have the best ratio among the four universities in this paper. All students in the professional education course have to choose one of six courses divided into three groups. At present, the classes to get a license in tourism are performed outside the formal curriculum, and the university has allowed some credits earned in this education to be applied toward graduation. On the other hand, other practical components such as on-the-job training and the internship programs are beginning to be introduced into the curriculum.

So far, the tourism education program in the four universities has been introduced simply. The greatest purpose of education in the usual university was to bring fourth prominent students that had succeeded in the general education and that wanted to obtain expert knowledge in the specific field. However, these days when the competition for survival among universities is intensifying, the training

of talents in order to obtain practical skills required to enter a company is recognized to be the key to fight it out. If we follow the current of the times, tourism education in a university mustn't only offer academic approaches to investigate tourism phenomena but also practical education for job training. That's why an immediate establishment of practical tourism educational methods that cooperates with the tourism industry is being urged. However, the social role of tourism education in a university must not only supply talent for the tourism industry. In order to develop academic tourism research further, a tourism researcher who belongs to a higher education institution must go out to the field with his students and consider the problems that the area and its residents are worried about and examine ways to solve them together. It appears that the outstanding student that excels in the tourism industry and tourism research of the next generation will emerge from neither the tedious vocational training nor the knowledge that he acquired in the classroom. Those talents will come forth through practical interaction with the field.

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