

5 Class Practice of Home Economics

The contents of education in Japan that started fresh after the war, upon reflection of pre-war education, changed due to the revision of the Education Ministry guidelines. Teachers tried to organize an “independent structure” of educational content, in order to provide “enjoyable lessons for all students”, by recognizing the real situation of students before them. One of the tasks was the collective development of actual classes organized by a number of private education research associations. The participants were teachers and researchers from each specialized field. The results were greatly reflected in the authorized textbooks based on the compliance to curriculum guidance. Research into educational content made progress, and practical problems were clarified through class practice that was the practical examination for the textbooks. Practical class research in Japan has been conducted based on instruction and class plans (* ref.1-1), as well as class records. The aim was to establish educational content that shared common traits with the Education Ministry’s guidelines by generating hypotheses of instruction and class plans. The hypotheses were based on the process of instruction and classes reflecting the situation that the students were in. The classes were practiced and verified. The textbooks have been improved up to the present through continual practice.

By employing the teaching materials contained in the textbooks, the following is introduced: 1) What problems occurred and therefore what aims were set when the students’ real lives and their problems were considered? 2) What was produced as the result of the education practice in the various fields of home economics?

5-1 Dietary Life

5-1-1 Class Practice

Learning materials presented in the Education Ministry’s guidelines were reorganized in various ways up to the 1998 version, since the Education Ministry’s guidelines(tentative plan) were first issued in 1947. When limiting it to home economics at elementary schools, the only teaching material that was employed continuously was “Rice and Miso Soup”. In this section, the lesson of “Rice and Miso Soup”, which is based on the guidelines, is introduced. The following lesson is

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described in line with the format of instruction and lesson plans generally seen in the class practice of home economics. In the course of implementing this class, educational materials are studied based on the development stages of children and their realities in terms of family, school, and region; and then, such key points as “teaching subjects,” “goals,” “related items in instruction,” “instruction planning,” “instruction of the day” and “instruction and lesson plans” are planned and implemented.

In general, a home economics class takes 40-50 minutes per hour. Although it may vary depending on the school stage or curriculum of each school, the class commonly lasts 2 hours without a break.

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1. Subject: “Meals and menu ” (the sixth grade)
 2. Aim:
 - 1) Have students understand the nutritional balance of food and how to make breakfast, and to try to encourage them to have more interest in their daily meals.
 - 2) Understand how to plan simple daily meals and be able to make a day's menu.
 - 3) Learn how to cook rice and miso soup in a nutritional way, and be able to participate in the cooking class.
 - 4) Enable students to make a plan by thinking about the work process and assigning tasks.
 3. The objectives of instruction
 - 1) Study material
 - a Instruct the students so that they have more interest in eating habits and practice nutritional eating at home by learning from the material provided.
 - b Aiming at developing the ability to organize an ideal balance of food and make menus based on nutritional substances and the connection between food and nutritional substances that have been learnt in the fifth grade, for other activities.
 - 2) Concerning students:
 - a Students do not have a lot of experience making menus.
 - b Students do not know about the process of rice becoming eatable.
 - c Students should cook at home according to the menu they make in class and deepen their interest in menu making.
 - d There are a number of students with experience in cooking rice, but most cases are using a rice cooker. In this teaching material, instruction should include cooking rice using a conventional cooking pot with reference to a modern rice cooker.
 - 3) Instruction

- a Give instruction so that students understand about the process of raw rice becoming eatable and how to cook rice well by using a flameproof glass pot. In the process, the cooking time in relation to the amount of water and heat control should be noted.
 - b Instruct students to make a complete plan that have both starting and finishing times for cooking, with details such as the work procedure, assigning tasks, heat control, necessary cooking utensils and things that one has to attend to.
4. Instruction plan (seven hours)
- 1) Make a menu for a day by finding out the amount of food one needs per day : 2 hours
 - 2) Make a plan to cook rice and miso soup by finding out how to cook them : 2 hours
 - 3) Practice cooking rice and miso soup : 2 hours (this lesson)
 - 4) Reflect on cooking training : 1.5 hours
5. Instruction of this lesson
- 1) Goals
 - a Enable students to cook delicious rice and miso soup
 - b Conduct work according to plan as well as making records of necessary things
 - 2) Preparing things

Teacher: Cooking utensils, cooking materials, rice soaked in water, flameproof glass pot, red food dye

Students: Outfit for cooking, cooking plan
 - 3) Instruction process (90 minutes)
(ref. Table 1, pp.55-56)

*However, the introduction will be limited to the single unit construction after 5-2.
(Reference: Chisato Akai et al. "Elementary home economics education study," Kenpakusha 1978)

The class practice we pursue here is the cooking practice "Rice and Miso Soup" (2 hours). The single unit "Meal and Menus" (7 hours) is centered on the cooking practice. Typically, the single-unit composition with practical lesson as a core lesson is a characteristic not only seen in dietary habits but one generally used in the home economics class. The objective through the activity of practical training is to combine awareness and skill. The learning experience that takes place before and after the training will form the basis of practical training as well as a foundation for practice in real life.

The purpose of the lesson "Rice and Miso Soup" is not to teach how to prepare

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Table 1 Teaching Guidance Plan “Cooking Practice of Rice and Miso Soup” (2 Hours)

Process	Children's learning activities	Instruction and points of concern for teachers	Remarks	Time
Introduction	Instruction and points of concern for teachers 1. Discuss today's activities	• Cook the rice and miso soup, implement the tasks according to the plan, confirm what is to be practiced by making a record	Prepare the plan and record	5 min
Expansion	2. Wash rice and soak in water	• Instruct your students to begin washing the rice and explain how to determine the amount of water according to the plan made in the previous class.		5 min
	3. Check the transformation of the rice • Check the rice transformation in water absorption • Observe the change of the rice when heating	• Instruct your students to check the following features of rice in water: rice becomes tender by water absorption, the amount increases, the color changes. • Instruct your students to observe the following features of the rice in water colored with red food coloring in a heat-resistant glass pot on a cooker: how the rice is getting boiled, how the rice is after being boiled, especially the increased size. Make sure that the students understand the process of how raw rice becomes eatable. Adding more, let them think about the meaning of “steaming” after the cooker is turned off.	Use charts in the text book as source material. Make records Stress safety in usage of gas and flame, and also the importance of putting away utensils not in use.	20 min
	4. Make sure how to cook the rice and miso soup	• Instruct your students to confirm the procedure and method in the plan. • Instruct your students to check the utensils and ingredients, and get ready for the practice.		5 min
	5. Cook the rice and miso soup • Cook the rice • Cook the miso soup	• Instruct your students to be careful about adjusting the heat on the cooker. • Instruct your students to recheck the amount of water. • Instruct your students to be careful about the timing of putting miso paste in the water and how long miso should be cooked.		30 min

Conclusion	6 Taste the rice and miso soup	<ul style="list-style-type: none"> • Explain to your students how to serve and arrange food on serving dishes, set the table and the way of holding a rice bowl and chopsticks. • Advise your students to discuss the flavor of the food and cooking situation and instruct them to taste the food. 	Confirm that the practice includes clean up.	15 min
	7 Clean up	<ul style="list-style-type: none"> • Instruct all of your students on how to put away the utensils and dishes after using, and clean up. 		10 min

“rice” and “miso soup.” As seen in the development process of the class in the curriculum guidelines (Table 1), this cooking practice is designed to help students recognize the fact that cooking techniques and culinary science are closely linked to the process of “uncooked rice” turning into “steamed rice,” while observing and recording the changes in food in the cooking process. For this reason, it is important to be able to observe changes in the cooking process. By using a flameproof glass pot instead of conventional rice cookers or pots, the experimental conditions for observation and recording are satisfied. Still, to conduct a cooking practice/experiment on the single item of “rice” is not the ultimate goal. The real objective is to perform a series of cooking practice of the meal “Rice and Miso Soup” ranging from cooking, taste-testing to cleanup based on the cooking plan within a two-lesson period (90 minutes). This is also the instruction objective in terms of implementation in actual life situations.

5-1-2 Significance and Problems of Practice

Class practice about food has been reorganized up to now, since home economics was newly created after the war, by reflecting on the reality of people's lives. What was practiced after the war when there was a food shortage was to conduct problem solving practices such as how to improve living conditions (nutritional improvement). After the growth of high economics, numerous consumer issues and “experimental cooking” employing a “scientific viewpoint” became important. For example, the process of “rice” becoming “eatable” is practiced with beakers. Instead of simply cooking rice in conventional cooking pots or rice cookers, experimentation with cooking rice in beakers and observing the gelatinization of rice was introduced. In the class, the solution to the problem of how to cook delicious rice was aimed at scientifically, based on the characteristics of rice cooking obtained from rice cooking experiments. On the

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other hand, practice aiming at forming a comprehensive and consistent recognition was introduced by linking cultivation (technical course) and food (home economics), and learning about the entire process from the production of rice to consumption. Recent trends in practical educational activities are quite diverse and a variety of learning methods have been employed. In some cases, the learner can select the subject and decide to study it; the method of learning through research, experiment or investigation has been adopted. With the class practice of "Rice and Miso Soup" (elementary school), we simply introduced the only designated subject in the curriculum guidelines for elementary and middle schools (Home Economics). Even with the same subject, the instruction process varies if the children, and their region or school, are different. Other subjects in relation to elementary school dietary habits include "vegetable salad and a boiled egg" and "sandwiches and tea," which corresponds to past changes in dietary habits. In middle school, the subjects are more diverse, as with "hamburger steak," "seasoned rice with vegetables and meat" and "crepes." In high school, higher skills are often required since Japanese and Western menus and event foods have been incorporated.

Changes in the family and family lifestyles, which is the closest and accessible social environment surrounding children, can be seen in the minds, bodies and lifestyles of children through eating habits as a variety of actual problems. In home economics, class practice in various fields, based on the actual lives of children, have been developed. Learning in the field of dietary habits is one in which children show the greatest interest and enjoyment. The contents of education in the area of dietary habits forms children's understanding, skills and concept of life that will help them develop in the present and future since they are in the midst of growing. In addition, it must play a part in forming and developing their most basic and rudimentary recognition and five senses. In recent years, more practices to achieve those goals have emerged, thus directing the study of lesson practice into a new phase.

5-2 Clothing Life

5-2-1 Class Practice

In the process of focusing on co-educational home economics, development of various teaching materials was pursued. One of the typical examples was "making of shorts." A single unit consists of the following:

- 1) Checking lower garment (2 hours).
- 2) Making shorts patterns (6 hours)
- 3) Cutting out and marking cloth (3 hours).

- 4) Having a clothes-fitting and trying on at home (3 hours).
- 5) Sewing on a machine (5 hours).
- 6) Having a shorts 'fashion' show (1 hour).

In the "Making Shorts" class, the process of making paper patterns is focused on. Through the process of having students to putting them on using those patterns, the goal is to have a comprehensive awareness and to build skills in terms of the relationship between clothing and the human body structure, and the relationship between human activities and required functionality of clothes. In the beginning of the single-unit class, the focus is on lower garments to cover the torso, where vital internal organs are concentrated, and the legs where there is complicated movement. Through an examination of lower garments, the functional structure of "pants" is the focus. In the process of pattern-making, the shapes and characteristics of the lower human body are grasped. Through pattern-making activities such as measurement, specific numerical values are measured and computed. Based on that understanding, clothing sizes required for physically active people and the concept of looseness are recognized. In the processes of cutting, marking, fitting, and sewing, the production advances to the materials for clothes, and the production method suited for wearing shorts, are selected while constantly receiving feedback on short pants. At the end of the single-unit class, an evaluation is conducted on the product and the production process by having students put on the shorts individually, deepening the sense of awareness about them. The production in "Making Shorts" is not the final goal. Rather, it is characterized as an opportunity to join together the formation of recognition on life and the practice in life and thus, image-making through paper patterns becomes effective.

5-2-2 Significance and Problems of Practice

The emergence of the class practice on "Making Shorts" has landmark significance in terms of changing educational philosophy and the contents of education in the field of clothing.

In the education content in the early stages after the war, sex-segregated education of home economics continued. At the co-educational junior high school, "Occupation and home" was changed to "Industrial arts and home making" that separated males and females according to the 1958 Education Ministry guidelines, and the subject home economics was changed in its nature for females. The textbook used until the 1989 Education Ministry guidelines were implemented had the titles "For boys" and "For girls." The gender role-sharing was suggested in the "For girls" textbook and contained material for the skills needed only by girls. Whenever new Education Ministry

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guidelines were presented, "Clothing" and "Food" were placed in each grade, although there were some changes in the section names. A number of lesson hours in the yearly plan given to home economics were shared considerably by these sections. Among the practicing themes in "Clothing (Making clothes in the 1958 version)" making "street clothes" "work clothes" and "recreation clothes" and handicrafts were included. Most of the lessons for those sections were occupied by clothes-making practice. In the fixation of sex-segregated education, the area of "clothing" was imposed on women only. Also, production itself had been criticized as a symbol for "making things." Thus, the problem laid in the re-examination of educational contents and the development of education materials. It has become clear from a number of continual practices over the years that the lesson "Making Shorts," which emerged around 1960; 1) is a co-educational activity, 2) takes a shorter period of time than the conventional production lesson and 3) has content not limited to the "making of things" and that the lesson is about learning the relationship between clothing in daily human activity and the essential human activity of labor. To demonstrate its success, "Making Shorts" was adopted as a practical clothing lesson subject in home economics textbooks in the 1990s.

Currently, the area of "clothing life" consists of clothes-making, clothing management and clothing materials, wearing clothes, and handicrafts. In recent years, as home economics class hours have been reduced, schools have tended to cut the learning in the field of clothing life for the reason that a practical lesson requires considerable time. Since most of the contents in the "clothing life" area are characterized as an elective due to the reorganization of that area, it is difficult to have consistent learning in elementary, middle and high schools. However, now that the issues over natural resources and the environment, which are closely linked to "clothing life," have become a growing concern, the importance of recognizing "clothing life" is on the increase. Therefore, it is necessary to reorganize the contents in the clothing field based on existing modern daily activities and to cultivate new class practices.

5-3 Housing Life

5-3-1 Class Practice

This is to introduce Ko Iino's (Elementary School) "House Cleaning and Organization" ("What and how does home economics teach? – A Class in an elementary school," 1979, Kateikyoikusha Publishing Company). The following is the overall structure of the unit.

- 1) House Dirt (2 hours)
- 2) Garbage Examination (2 hours)
- 3) Cleaning Study (2 hours)
- 4) Cleaning Study (2 hours)

Iino's practice places the research activities for "House Dirt and Cleaning" in the unit to comprehend the facts and reality in real-life situations. The analyses and integration concerning the history and sociality of human life is repeated in the unit while grasping the reality of residential life through the research activities. The comprehension of real-life leads to the starting point of consciousness and the object of improvements as well. The intention is to have children pay attention to the dirt and mess of a room through the research activity, "the examination of the dirt in the home economics classroom" shared by the study groups. Thus, they will comprehend the reality of life environments such as the various kinds of dirt and the relationship between the way of cleaning and dirt. On the basis of "the examination of the garbage in the classroom" they are directed to think of the amount and type and how garbage should be sorted and discarded. They come to the following understanding through this research: 1) garbage, whatever it may be, is created by humans, 2) thus the garbage problem is an unavoidable issue. This lesson can be connected with the third grader's social studies. The children also grasp the reality through newspapers that the garbage problem has become a great life issue in their local community and municipal government. As the research activities of dirt and garbage around common and familiar life-space the children share, they will developmentally be lead into the structural comprehension of the garbage problem, which expands concentrically. In the cleaning study, the experiment is done on the basis of the hypothesis that "sweeping" is a daily life activity of cleaning. It aims to enhance the scientific consciousness of cleaning. This consciousness is integrated along with practical ability.

The following is a broad overview of the educational contents concerning housing life in home economics.

There was a structural revision in 1977 from the traditional notion of "suited to males" and "suited to females". Considering each individual male and female student's interests, concerns, ability and aptitude, the school was allowed to set up an optional credit system in appropriate fields. It is called "mutual use of male and female's traditionally-suited fields". The school credit system lasted until home economics became a compulsory subject for both males and females in the 1989 version. The field "Housing" was set up in the 1977 version. This field was an independent field for 21 years until it was restructured into the two fields, "Family and Home Life," and

“Independent Life and Food, Clothing and Shelter.”

The life issue is intensively and comprehensively reflected in the situation around “Housing” among “Life, Food and Shelter.” The change in the living, economic, and social environments along with the population movement defines “Housing” as the space for family and home life. Changes in family and home-life bring forth demands concerning a way of living in a life space and lifestyle. Housing policies greatly influence residence’s commonality and residential sociality. Housing policies in Japan started with the issue of the housing shortage after World War II, then adopted the public housing policy developed in advanced Western and socialist countries, and developed into a housing policy that promoted independent and self-help home ownership after the era of high-speed economic growth. The current housing policy is based on individual people’s selection and effort concerning their home. The public sector plays only a reinforcing and complementary role in the housing market. It seems that the philosophy and policy has been set back in terms of commonality of residential place. A residential place, therefore, represents the social and economic situation of an individual. Thus, a field of “Housing” can be one of those fields representing children’s home-life experience (housing life experience).

5-3-2 Significance and Problems of Practice

Looking into the texts reflecting the Education Ministry Guidelines, one would find an elementary school text as an example showing that “the methods of doing and making” comprises of the bulk of its contents, while pointing out that the model house has a harmony of coolness and warmth. (“To be able to clean, arrange and organize properly and make something simple to be used for a job” for fifth graders, “To be able to make something simple to be used for healthy residence and living for sixth graders.”) In many cases, practical work is used as a lesson in the classroom according to the textbook and “Housing” learning is developed there. In such practical work, the students make cleaning-up devices (rubbish basket and dustpan) and organizing devices (organizing box or bag) to become motivated to arrange and organize neatly. They also make things for practical use and for decoration (short split curtains, curtains, table mats, wall hangings and so forth.) However, it is difficult to pay attention to the reality around residential places with this teaching methodology, and rather it causes isolation from reality. The issue concerning residential places and residency cannot be separated from the essentiality of human fundamentally connecting with human rights. Intellectual development concerning residential places and residency is essential to live life in a human manner. Their eyes must be directed to

their common public space. It is important for them to be conscious of problems outside of their familiar issues. It is possible to integrate the reality of housing life with history by the examination of the direction of communalization and socialization in residential places and residency on the basis of familiar issues.

Thus, Iino's practice is noteworthy, for its lessons are constructed by grasping the real situation of children. For example: **1)** there is the reality that children never accept that cleaning is fun and interesting to do, **2)** there is also children's home situations where cleaning up seems not to be allowed. Besides, cleaning as a actual subject of learning is different from clothing and food. It cannot be eaten or worn. As dirt and waste materials become research materials, guidance requires careful consideration and thorough preparation. In the guidance process, scientific intellectual development concerning cleaning aims at a total process, such as examination, observation, experimentation, discussion and so on. On the basis of consciousness obtained from learning, children develop their own interests and motivation, thus applying their awareness to their own life, multiplying the enjoyment of life-application, and becoming conscious of the creativity of their own life. From the above, the following can be confirmed: **1)** home economics lessons need to begin from reality and actual situation of the children's lives, **2)** the guidance process needs to be envisioned along with the intellectual development of children, **3)** there is the necessity for teaching materials on the basis of educational content structure and effectiveness of the empirical lesson research through application to class practice.

5-4 Family and Home Life

5-4-1 Class Practice

Since 1994, high school home economics has become 4 compulsory credits for both male and female students. Generally it had been 4 compulsory credits as the "General Home Economics" subject only for female students. Kimiko Miura, from Hokkaido Naie Commercial High School and the Hokkaido Association of Home Economics Educational Researchers, created the practice "To live in a human manner – money expenditure for life and labor hours". Miura pursued co-ed home economics even before the institutionalization of the compulsory 4 credits of high school home economics for both male and female students.

The high school textbook, "General Home Economics", shows that learning "Family • Role of Home" is structured prior to learning "Home Economics." However, students faced some questions in this learning process. Some of those questions were, "Why does a father work so much that he may work himself to death? Why does he

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work so much that he may sometimes abandon his family?" Another is "Why is our family still badly off even if both our parents work so desperately hard?" There are many families who have been fully influenced by the closure of coalmines, which were the key industry in Sorachi where the high school is located. There are people who lost their jobs due to the closure and also people who transferred to poor jobs with poor labor conditions. They have the bitter taste of a never-improving reality despite their parents' desperately hard work, "Enough is enough." The lesson education practitioners, who teach students in such real situations, have questions about home economics with the assumption of "the standard household monthly income being 460,000 yen" in the textbook. The unit is envisioned on the basis of the desire to take another good look in home economics at the relationship of the family and home where they are brought up and the society surrounding them. The unit is based on the hypothesis "if you work only with a high school education..." This unit consists of 6 class hours for the purpose of pursuing, together with the students, the issue "Money Expenditure for Life and Labor Hours" which Japanese families are facing in terms of their life-hours and labor hours. The following is a summary;

- 1) Read a job-opening information sheet (Do you want to work here?) (1 hour)
"Do you want to work here?" or "Do you not want to work here?" The reason for such a decision. The conditions for "wanting to work here."
- 2) Take-home earning –110,000 yen-lifestyle (How do you spent it?) (2 hours)
110,000 yen is broken down into specific expenditure items. Compare standard life expenditures. Does each specific item make you feel "tight" financially?
- 3) If you work with a company that has an irregular working hour system? (2 hours)
Assuming that you work with a security company, you design the time-budget.
What are the advantages and disadvantages of companies with an irregular working hour system?
What should you be aware of in such a working system?
- 4) International comparisons with the real situations of working hours in Japan (1 hour)
Compare weekly average of yearly working hours
- 5) Which would you choose; West Germany or Japan? (2 hours)
Which would you choose? Reason for the choice? Ask a question of the people who have a different opinion. Express your opinion (discussion) Reflection.
- 6) Interview with working people (1 hour)
Wrap up what you heard by asking working people around you. Read the collection of interviews. Reflection.

5-4-2 Significance and Problems of Practice

As one of the postwar educational philosophies, one can point out the formation of the democratic personality. The purpose of the home economics class, which was newly established along with the social studies class, was to promote scientific advances and democratic family and society as a lesson combined with the formation of a democratic personality. Stipulated in the Constitution of Japan were “wholesome and cultured living” (Article 25) and “marriage shall be maintained through mutual cooperation and enacted from the standpoint of individual dignity and the essential equality of the sexes” (Article 24). The essence of home economics is to strive to put those basic principles into real-life practice. In the process beginning from the postwar era to the present, the strain from manufacturing based on high economic growth is revealed in the forms of price increases, housing shortages, pollution and long working hours, thus greatly affecting people’s daily lives. They have taken notice and regarded those realities as “life” problems. Eventually, as life problems surfaced, the activity and structure of family life regarding the reproduction of life and daily living have been characterized as the subjects for home economics. Thus, a number of practical lessons on “home management and home economics” have been reported.

For the Miura practice, the “job-opening information sheet” is used. Since they are faced with imminent employment, twelfth graders at commercial high schools are greatly interested in wages, living expenses and the “single life.” For this reason, students are required to think hard, do some research and participate in discussions in order to acquire the ability to perceive life as a structure. The objective of the single unit is “while studying working hours, to be able to see the family based on that labor and the society surrounding it.” In class, students calculate living expenses for their future independent life, based on the existing employment status of graduates and job-opening information sheets. The figure of average household incomes listed in the textbook are not very realistic since people in urban areas are very different. Students begin to understand that living alone costs more money than they expected. Furthermore, through interviews with family members and close friends, they learn of the reality and joy of working as well as actual living conditions. At the same time, by introducing the lifestyle of German people, it helps the students to understand about life in Japan more objectively, which would further lead to topics such as “What is Affluence?” In this way, they would gradually become more aware of “living” as an issue of their own.

All of humanity belongs to a community called the “Natural Earth Environment.” The most important priority of global citizens in this community is the right to live in

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peace and welfare. Everybody hopes to enjoy the time and space in which they can live. People all want this as something of their own. Therefore, towards the realization of a society in which effort is being put in to be built, there is yet an urgent need for the implementation of a home economics class in which students, through the activities of respecting and loving each other as well as learning and playing together, would discover happiness in re-creating the ideal relationship between economics and labor.

5-5 Child Development and Nursing

5-5-1 Class Practice

The practice introduced here is “Democratic relations between Males and Females and the Home” (Practitioner; Seiko Takechi, Junior High School.) The lesson aims at the following four points; 1) each student reviews one’s own existence and understand the importance of human life, 2) each student develops the capability to consider healthy human relationships and act on it with the understanding of the differences between males and females in regards to sexuality, 3) each student understands the requirements for development in a human manner, 4) each student develops the capability to understand the meaning of family and review one’s own life and practice it.

- 1) The male and female relationship in the period of adolescence:
 - a. orientation and survey (1hour)
 - b. The sexual differences between males and females and the real situation around us (1 hour)
 - c. Male and female dating during adolescence (2 hours)
 - 2) Human development;
 - a. At the time of birth (1 hour)
 - b. Was everyone born with a healthy body? (1 hour)
 - c. From Homo sapiens to human being (2 hours)
 - d. Children’s rights (2 hours)
 - e. The family and me (1 hour)
- This unit consists of the above 12 hours.

Learning proceeds with organizing the discussion on the basis of homework such as research learning, reports and so on. It aims at the integration of consciousness in association with other subjects such as social studies. The symposium takes place in cooperation with the PTA.

5-5-2 Significance and Problems of Practice

Home Economics may have gone through variations, due to changes in the scope

of the Education Ministry Guidelines, thus resulting in changes in contents. Yet, home economics education mostly begins by dealing with the birth of a baby. It lays emphasis on the "nursing" method for raising children and aims at understanding "nursing" through practice concerning clothing, food and shelter for a baby. The learning of "nursery" is placed without setting contents concerning human behavior prior to the birth of a baby. A baby is not in the students' immediate surroundings in many cases. It indicates the reality that their interest and concern remains far removed.

From this point, the history of Japanese sex education will be examined. There were birth control movements and enlightening activities in the Taisho era (1912-1925). Yet they were pressured by the national policy for promoting an increased birth rate before, and during, the Second World War. In light of the widely recognized need for population control after the war, birth control and family planning was advocated through the enactment of the Eugenic Protection Law (1948). On the other hand, the message "Concerning Education in Sexual Morality" (1947) was offered by the Ministry of Education. Furthermore, the Message "Concerning the Revision of the Subjects and Lesson Hours in Junior High School under the New System" (1949) was given. Those messages placed sex education in one unit of Health and Physical Education. As sex education was symbolized with the expression by using such words as education in sexual morality, sex education started with the basic purpose of "Establishing the Morality of Male and Female Relationships and Enhancing Sexual Morality" (Basic Guidelines of Education in Sexual Morality) There is still a tendency to present sex education only as "marriage--sexual intercourse--birth."

Love and sex seems to be expected of integrated consciousness and practiced in relationship with life-democratization such as family, home and the dignity of the individual (human being) and so on. Such practice was sequentially given in home economics since the 1960s.

"Sexual difference" in body and mind is emphasized in the image of the physical difference of "masculinity" and "femininity", thus having the tendency to stress the differences in the function of the genital organs. The above sexual differences and sexuality awareness research are connected, and teaching about sexual differences is apt to treat such differences in the following stereotyped and static manner. Male sexuality is dynamic, active, aggressive and startling. Female sexuality is comparatively passive and so forth. Such guidance tends to result in building a wall between the two and making it difficult for men and women to come closer instead of motivating them to have meaningful communication. Biological differences (with or without the possibility of pregnancy and giving birth) should be taken into first

consideration in the case of sexual differences. At the same time, biological similarities and interconnections between male and females should be understood, for the same sex organs, as instruments for reproduction, are changed into two different kinds, even into an intermediate type, and so is sexual consciousness. New viewpoints have been reported due to the development of brain and hormone research in recent years. The other sexual differences are almost all social and historical products (gender). Stereotyped and static viewpoints concerning sexual differences are connected with the division of labor with two distinctive separate roles according to male and female gender characteristics. Critical consciousness is needed toward real situations where social policy tends to be founded on such assumptions. The essential development of consciousness concerning sexuality expected as a "Reproductive Revolution" is making continuous progress. It requires the viewpoint that sexual intercourse is considered one of the deepest forms of intimacy for human beings and one of the methods of communication in body and mind in order to create new male and female human relationships beyond traditional gender roles. Sexual intercourse is a humanistic action based on mutual respect in interrelationships between human beings. It would be difficult to have integrative consciousness about human beings, sexuality and life if the issue of "How should we bring up children?" and "How do children grow up?" is only dealt without awareness that new life comes out of it. Human beings cannot exist just from birth alone, but require the cooperation of people around them for child rearing, loving, nurturing and so on. Development as a human being is required of human relationships and communication in bringing up and being brought up. Humankind takes a long time to develop the culture of love and sexuality and also human life, livelihood and society from the beginning. What is required is the idea that its essential foundation lies in the history of love and sexuality. Parent-child ties and affection, male and female human relationships, sexuality and so forth do remain a matter of mere instinct (as with animals,) but highly rational, humanistic and creative.

To this end as well, learning about human beings' living together needs to be rightly situated and examined. It begins with learning about "marriage" in sex education. It is expected that the structure of educational contents will be integrated with the achievements of advanced research concerning what relational structure family and home life as a community creating life have with social and life democratization and scientific development. Such lesson designs are also expected. Children themselves, who are creating life, will some day be the subject for a new family and home life. It is going to be the base for children to think of what kind of family they would like to make and how they will live their life together. It is certainly

the base for them to think of their own way of living lesson designs of the “Family • Home Life” field where children enjoy learning has been challenged with the question, “What is home economics?” It is the issue of the meaning of home economics’ existence.