

## The Life Histories of Teachers who started Coeducation of Home Economics; in Kyoto, 1960s–1970s

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### Abstract

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In Kyoto Prefecture in 1970s, teachers of home economics education in high school initiated coeducational home economics education. This is how the current coeducational home economics began, although the government at the time provided the home economics education only for girls. This paper aimed to explain the reasons why the teachers worked toward the coeducation of home economics and situations that enabled them to do so. The former teachers who had practiced coeducational home economics were interviewed and their life histories were collectively analyzed from the viewpoints of “personal time,” “social time,” and “historical time.”

Results were as follows.

1. The teachers opposed to an education that emphasized on good wives and wise mothers, which they learned in prewar days, and they hoped to realize the gender equity of education and society.
2. The teachers questioned about the contents of home economics textbooks which diverged from the actual conditions of students' daily lives.
3. The teachers autonomously formed the study group to learn about the idea and contents of home economics education, by implementing the discussions of annual education meetings of the JAPAN TEACHER'S UNION. The government of Kyoto Prefecture supported their various activities.

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*Key words*; life history, coeducation of home economics, curriculum, Kyoto prefecture, home economics' teacher