

Figure 14

A Part of a Teacher Assignment Sheet

Subject Field	Teacher	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Teacher Load
Social Studies	Ohta	Gen. SS		Human Geog.		Human Geog.	Gen. SS	20 hours
	Matsumoto		Gen. SS		Gen. SS	Gen. SS	Gen. SS	20 hours
	Ishikawa	World Hist.		World Hist.	Nat'l Hist.	Nat'l hist.		20 hours
	Tsunoda	Human Geog.	Human Geog.		World Hist.		Human Geog.	20 hours
	Hattori		Gen. SS	Gen. SS		Curr. Prob.	Curr. Prob.	20 hours

Home-making	Kameoka	Clothing		GH I	6 GH II	Clothing		21 hours
	Suzuki	CD I	Home M. Fam. Rel.	GH I	GH I	GH I	GH I	21 hours
	Nakano	Gn II		GH II	Food	Food	Food	19 hours

Note : Upper side of dotted lines means three hours, and lower side two hours.

- Gen. SS means General Social Studies
- CD means Child Development
- GH means General Homemaking
- Home M. means Home Management
- Fam. Rel. means Family Relationships

Figure 15

Classroom/Assignment Sheet

FIELD	SPACE	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
Social Studies	#1	CSS	CSS	CSS	CSS	CSS	CSS
	#2	WH	CSS	WH	NH	NH	CSS
	#3	HG	HG	HG	WH	HG	HG
Mathematics	#4	GM	GM	GM	GM	GM	CP
	#5	AA I.	AA I.	Geometry	AA II.	AA II.	AA I.
Science	#6	Chemistry	Physics	Chemistry	Chemistry	Chemistry	PG
	#7	Biology	Biology	Biology	Biology		Biology
Language	#8	English I	English II	English I	English I	English I	English I
	#9	English III	NL III	NL III	NL II	English II	English III
	#10	NL III	NL I	NL I	NL I	NL I	NL I
	#11	NL I	NL II	NL II	NL III	NL III	NL III
Homemaking	#12	GH II	home Manage Family Rel.	GH II	GH I	GH I	GH I
	#13	CD I	GH II	Food GH I	Food GH II	Food CD II	Food
	#14	Clothing	Clothing			Clothing Sericulture	Clothing
Agriculture	#15	GA I	GA I	GA I	GA I	GA I	GA I
	#16	GA II	GA II	GA I	GA I	GA II	GA II
	#17	GA III	GA III	GA III	GA III	GA I	GA I
	#18	GA I	GA I	NL II	Crop Cul.	NL II	NL II
Physical Education	#19		PE I	PE I	PE I	PE I	PE I
	#20	PE I	PE II	PE II	PE I	PE II	PE II
	#21	PE II	PE III	PE III	PE II		PE II
	#22	PE III		PE I	PE III	PE III	PE III
Fine Arts	#23	H II	H III	H I	Art I	Art I	Art III
		NL I	NL I		NL I	CP	
		NL III	Music I	Music II	Music III		Music I

Legend: CSS General Social Studies CC Chinese Classics  
 WH World History Cal. Calligraphy  
 NH National History GH General homemaking  
 HG Human Geography CD Child Development  
 GM General Mathematics GA General Agriculture  
 AA Algebra analysis H Handicrafts  
 PG Physical Geography PE Physical Education  
 NL National Language CP Current Problems  
 Cul. Cultivation

Note: Where a broken line is used, the subject listed above the line is for three periods a week and the subject below the line for two periods a week. Where the space below or above the line is vacant there are no classes scheduled for the indicated periods in the classroom in question.

## Notes on Table 15:

This schedule calls for 24 different "spaces" for classes during the busiest periods, for 836 students, or 21 groups (average of 40 per group). The following rooms will suffice:

- 3 general classrooms, used exclusively for social studies.
- 2 general classrooms, used exclusively for mathematics, except for one Current Problems section.
- 2 classroom-laboratories for science.
- 4 general classrooms, used exclusively for language and calligraphy classes.
- 3 homemaking rooms, consisting of a general classroom, foods room, and clothing room. Other facilities needed for homemaking, such as those for laundering and dyeing, can be a part of these rooms, or the general classroom may be dispensed with, in which case one of the specially equipped rooms should be adaptable to use as a general classroom.
- 4 rooms for agriculture, consisting of two general classrooms and two agricultural shops.
- 1 gymnasium. Four classes in Physical Education are to be held at the same time in some cases. This can be taken care of by having one or two in the gymnasium and the remainder on the playground.
- 1 music room.
- 1 arts and handicrafts room.

21 Classrooms, total, for the 21 groups

If the school adds to this a library and an auditorium, it will have all of the facilities it needs for pupils.

The plan of enrollment used in Figure 7 did not provide for many pupils enrolled in Art and Music. This means that in this plan these rooms are not used very much.

If the above schedule is used as it is, utilization ratio for different classifications of rooms and the school as a whole would be as follows:

<u>Field</u>	<u>Rooms</u>	<u>Periods</u>	<u>Periods Used</u>	<u>Percentage of Use</u>
Social Studies	3	90	90	100%
Mathematics	2	60	60	100%
Science	2	60	60	91.6%
Language	4	120	116	96.7%
Homemaking	3	90	63	70.0%
Agriculture	4	120	116	96.7%
Physical Education	1	30	18	60.0%
Fine Arts	1	60	36	60.0%
<b>TOTAL</b>	<b>21</b>	<b>630</b>	<b>563</b>	<b>87.7%</b>

Utilization ratio could be even higher than this. Utilization of Home-making rooms can be further increased by reducing the size of class sections, and scheduling more sections. Art and Music rooms would have a higher utilization than indicated, because these rooms would be used by groups not scheduled for classes for practice (choruses, singing clubs, etc.)

One cause of the relatively low utilization ratio in this example is that all of the 3-unit subjects are offered on the same three days (Mondays, Tuesdays, and Wednesdays), and all of the 2-unit ones on the remaining same two days (Thursdays and Fridays). This results in using the gymnasium only on the same three days and in its being empty on the remaining two days, so far as Physical Education classes are concerned. If this restriction is removed, the utilization ratio may easily be raised up to 95% or so.

(If certain places of class instruction in Agricultural Products Manufacturing cannot be accommodated in the Agricultural Shop it is suggested that provision be made for the use of the special room used for "Foods" classes in Homemaking.)

#### 6. Six Step - Making a Weekly Schedule

The term "weekly schedule" as used here means one which schedules school activities for a week, like that in Figure 9. The entire schedule of a school is completed according to the design shown in Figure 9, and the daily schedule is completed as shown in Figures 13 and 14 together. The weekly schedule shown in Figure 9 is given as an example in the case of the 5-day a week school system, and is not, indeed, a complete schedule, because it excludes special curricular activities and special pupil guidance activities, which constitute integral parts of the curriculum, along with classroom work. In the case of the 5-day system, it is recommended that the school be in session for 7 school hours per day for three days per week and for 6 school hours per day for two days per week for a total of 33 school hours, with at least one period allotted to each of the following activities: Home Room, Club Activity, Student Body Assembly. (See Figure 16.)

If the school chooses not to schedule pupils to take the same subjects in the same period of the day every day, such a weekly schedule as shown in Figure 16 is available. In Figure 16, the same subject is given in periods with the same number. For instance, pupils who attend a class section of World History in one period with the number "3" are to attend the same class section under the same teacher in the same classroom in every period with number "3".

Being actually of the six-day per week system, this school developed the weekly schedule shown in Figure 17 (using the same system as in Figure 16). Periods checked with "0" in Figure 17

Figure 16

Period	Mon	Tues	Wed	Thurs	Friday
I	H	2	3	4	5
II	1	3	4	5	6
III	2	4	5	6	1
IV	3	5	A	1	2
V	4	6	6	2	3
VI	5	1	1	3	4
VII	6		2		C

Note: C means Club Activity Period.  
 A means Assembly Period.  
 H means Home Room Period.

Figure 17

Perion	Mon	Tues	Wed	Thurs	Fri	Sat
I	H	5	C	3	5	3
II	1	6	5	4	6	4
III	2	1	6	5	1	5
IV	3	2	A	6	2	6
V	4	3	1	1	3	C
VI	C	4	2	2	4	

Note: 2-unit subjects are offered during the 2nd and 4th periods of each number and 3-units subjects at the 1st, 3rd, and 5th periods each number.

are used for special curricular activities and/or free study of pupils. Otherwise the two hours may be used to give some 2-unit subject.

The school offers many subjects in two successive hours as shown in Figure 13, which are marked "1-2", "3-4", or "5-6" as successive periods. Figure 17 is so made as to keep these pairs of numbers in successive periods of the same days.

#### 7. Seventh Step - Making Daily Schedule of Pupils

In the case of the schedule made by the "Group Method" which prevailed in the permanent class system of the past, the schedule made by the school became the schedule of every pupil as it was. The features of this permanent class system have been indicated in 3, Section 3 of Part II. Under the method used here, a system which is proper for the elective system, the schedule of the school and the schedule of the individual pupil are different. Daily schedules of individual pupils should be constructed apart from the daily schedule of the school, but of course must be based on the daily schedule of the school.

There are two methods for making the daily schedule of pupils. One is the method in which the Preliminary Registration Cards are treated as cards of application for subjects and the school makes the daily schedule for each pupil on the basis of this material and gives his schedule to each pupil. The defect of this method is that it requires a great deal of trouble on the part of the school; its merit is that it enables the school to deal with the matter of scheduling during the holidays following the end of the school year without confusion.

The other method is that in which the school publishes the daily schedules to pupils and the pupils make their own tentative schedules individually from the school's schedule.

Whichever method is used, it is important for the smooth management of scheduling to make pupils understand the following items in advance with careful explanation of the reasons:

1. Subjects applied for in the Preliminary Registration Cards should not be changed except for a justifiable reason. This means that subjects should not be listed carelessly, but only after careful study, thought, and consultation.
2. Choice of subjects by pupils may not be met in some cases because of a shortage of teachers in a certain subject field or for some other reason; however, every attempt should be made to meet pupil choices.
3. In case of pupils in the lower grades, their first choice should be met in the following school year, if they cannot be met in one particular year.

The making of pupil schedules is explained below, referring back to Figures 6 and 13. Figure 14 may be substituted for Figure 13.

(1) In the case of VATANABE, Hiroshi (10th Grade.)

Among the six subjects for which he applied, as shown in Figure 6, Algebra-Analysis has the smallest number of class sections. Therefore a number (number of period) is given, first of all to this subject, and then to Chemistry, then to English I, and so on. Figure 18 shows the result. In this case, numbers assigned to subjects can easily be changed if needed because of some situation such as the number of enrollment.

Figure 18. Daily Schedule of VATANABE, Hiroshi

<u>Subject</u>	<u>Units</u>	<u>Periods to Which Assigned</u>
National Language I	5	2
Physical Education I	3	6
General Social Studies	5	5
Algebra-Analysis I	5	1
Chemistry	5	3
<u>English I</u>	<u>5</u>	4
TOTAL	28	

<u>Period to Which Assigned</u>	<u>Subject</u>
1	Algebra-Analysis I
2	National Language I
3	Chemistry
4	English I
5	General Social Studies
6	Physical Education I

(2) In the case of NAKAMOTO, Hideko.

Child Development I      Period 1  
 Calligraphy II              Period 4

The above two subjects are decided uniquely. Either Periods 1 and 2, or Periods 3 and 4 assigned to General Homemaking II conflict with one of the above two. So Miss NAKAMOTO substituted Music I, scheduled previously for the 12th grade, to Child Development I, and got the following result:

Music I                      Period 6 (because Period 2 conflicts with General Homemaking).

General Homemaking II Five hours in Period 1 and two hours in Period 2, of the total of five hours allotted to Period 2.

Clothing Periods 5 and 6. The three hours allotted to Period 6 makes a pair with Music I.

The numbers (of periods) for National Language II and Physical Education II are determined by those which are assigned first to Calligraphy II and the extra two hours of General Homemaking II. The result is as shown in Figure 19.

Figure 19. Daily Schedule of NAKAMOTO, Hideko

<u>Subjects</u>	<u>Units</u>	<u>Periods</u>
National Language II	3	2
Physical Education II	3	4
Biology	5	3
General Homemaking II	7	1 and 2
Clothing	6	5 and 6
Music I	2	6
Calligraphy I	2	4

<u>Periods</u>	<u>Subjects</u>		
	<u>All Five Hours</u>	<u>Three Hours</u>	<u>Two Hours</u>
1	General Homemaking II		
2		National Language II	Gen. Homemaking II
3	Biology		
4		Physical Educa. II	Calligraphy II
5		Clothing	
6		Clothing	Music I

The program of study of each pupil is thoroughly decided according to these daily schedules of each pupil and the weekly schedule shown in Figure 17.

Completion of schedule making by each pupil by himself according to the daily schedule of the school does not mean the final decision. It happens very often that a lot of pupils will gather to the same class section of the same period and very few to some other class sections. Adjustments are necessary in these cases. The adjustments are easily made in case the school itself makes the individual pupil schedules according to the preliminary registration cards, after the pupil has worked his out with the home room teacher, and listed his first and second choices and "either-will-do" between some two subjects.



If the system is used in which pupils make their own preliminary individual schedules, there should be a Registration Day. Prior to the Registration Day each pupil should make out and hand to his home room teacher a Preliminary Registration Card, after the procedures advisory consultation have been gone through. The entire staff should meet prior to Registration Day to total the requests for subjects and to construct a master schedule based on pupil requests, classrooms available, and teacher specialities. On Registration Day each teacher of a subject handles the scheduling of class sections in his subject. At the beginning of Registration Day, pupils gather around the table of the teacher of the subject which they wish to schedule during the first period. Since there are 21 class sections during each period, scheduling will proceed more smoothly if at least 21 teachers are used. If there is only one section of the subject scheduled for the first period, then 40 pupils are assigned to this section; those remaining over 40 will have to wait and schedule the subject for some other class period. In the meantime, they go to other tables, to schedule their second choices. All conflicts are eliminated before scheduling begins for Period 2. After the scheduling for Period 1 is completed, the teachers report to the keeper of the master schedule, who records the appropriate sections as filled. This procedure is used throughout Registration Day.

We are deeply grateful to Tokyo Prefectural First Upper Secondary School, Girls' Upper Secondary School Section of Aoyama-Gakuin (private), and Saitama Prefectural First Upper Secondary School, whose excellent studies gave many suggestions for Section II of Part IV.

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LIST OF SUBJECTS AND NUMBER OF UNITS OF CREDIT OFFERED IN THE UPPER SECONDARY SCHOOL CURRICULUM  
 TABLE I  
 Revised Part II Curriculum of New U.S.S. Page 16

Column 1.	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6
Subjects		Total School Hours of Each Subjects (No. of Unit Credits)	A Sample of Allotment to Each Grade		
			10	11	12
National Language	National Language	315(9)	105(3)	105(3)	105(3)
	Chinese Class	70(2)-210(6)	70(2)	70(2)	70(2)
	Japanese Class	70(2)-210(6)	70(2)	70(2)	70(2)
Social Studies	General Soc. Study	175(5)	175(5)	--	--
	Japanese History	175(5)	--	175(5)	--
	World History	175(5)	--	175(5)	--
	Human Geography	175(5)	--	175(5)	--
	Current Problem	175(5)	--	175(5)	--
Mathematics	General Mathematics	175(5)	--	175(5)	--
	Analysis I	175(5)	--	175(5)	--
	Geometry	175(5)	--	175(5)	--
	Analysis II	175(5)	--	175(5)	--
	Physics	175(5)	--	175(5)	--
Science	Chemistry	175(5)	--	175(5)	--
	Biology	175(5)	--	175(5)	--
	Physical Geography	175(5)	--	175(5)	--
Physical Education		315(9)	105(3)	105(3)	105(3)
Art	Music	70(2)-210(6)	70(2)	70(2)	70(2)
	Art	70(2)-210(6)	70(2)	70(2)	70(2)
	Calligraphy	70(2)-210(6)	70(2)	70(2)	70(2)
	Handicraft	70(2)-210(6)	70(2)	70(2)	70(2)
Homemaking	General Homemaking	245(7)-490(14)	245(7)	245(7)	--
	Family Relationship	70(2)	--	--	70(2)
	Child Development	70(2)-140(4)	--	70(2)	70(2)
	Home Management	70(2)-140(4)	--	--	140(4)
	Food	175(5)-350(10)	--	175(5)	175(5)
	Clothing	175(5)-350(10)	--	175(5)	175(5)
Foreign Language		175(5)-350(10)	175(5)	175(5)	175(5)
Subjects concerning Agriculture					
" " Industry					
" " Commerce		1645(47) or less		1645(47) or less	
" " Fishery					
" " Home Arts					
" " Another Vocations					

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(4) Farm Homemaking Course

For those girls who desire to be farm homemakers, the following subject combination is recommended:

	Subjects	Total Hours	Units
R e q u i r e d	Required General Subjects	1,340	23
	General Agriculture	420	12
	General Homemaking	490	14
	Any Subject in Fields of Agriculture or Homemaking	140	4
	Required Agricultural Subjects	1,050	20
	Total of Required Subjects	2,230	63
E l e c t i v e	Crop Cultivation		
	Horticulture		
	Animal Husbandry	595	17
	Sericulture		
	Clothing		
	General Subjects		
	Total	2,975	85
	Non-credit activities	175-1,015	
	Total Hours	3,150-3,990	

Note: The above course is proposed for the consideration of those schools feeling a need for this type of course for girls. The consideration of all schools is requested, however, in emphasizing and encouraging more girls to enroll in the regular homemaking course rather than in the Farm Homemaking Course, as it is felt that the needs of most girls are most nearly met by the regular Homemaking Course.

Revised Part III  
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SAMPLES OF SPECIALIZED HOMEMAKING COURSES

(1) Child Care Course

The following is a sample of the course that may be recommended by the school to those who want to make a specialized study of child care:

	Subjects	Total Hours	Units
R E Q U I R E D	Required general subjects	1,330	28
	General Homemaking	245	7
	Child Development	280	8
	Child Care Practice	280	8
	Child Health	140	4
	Child Nutrition	105	3
	Required specialized homemaking subjects	1,050	30
	Total of required subjects	2,380	68
E L E C T I V E	Family Relations	595	17
	Clothing Materials		
	Clothing Management		
	Cooking		
	Menu		
	Quantity Cooking		
	General Subjects		
	Total	2,975	85
	Non-credit activities	175-1,015	
	Total hours	3,150-3,990	

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(2) Foods Course

The following is a sample of the course that may be recommended by the school to those who want to make a specialized study of food:

	Subjects	Total Hours	Units
R	Required general subjects	1,330	38
E	General Homemaking	245	7
Q	Nutrition	140	4
U	Food-stuff	140	4
I	Menu	105	3
R	Cooking	175	5
E	Quantity Cooking	140	4
D	Food Management	105	3
	Required specialized-homemaking subjects	1,050	30
	Total of required subjects	2,380	68
	Cooking		
ELEC	Commercial Commodities		
TIVE	Farm Products Manufacturing	595	17
	Animal Husbandry		
	General Subjects		
	Total	2,975	85
	Non-credit activities	175-1,015	
	Total hours	3,150-3,990	

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(3) Clothing Course

The following is a sample of the course that may be recommended by the school to those who want to gain specialized skills in clothing:

	Subjects	Total Hours	Units
R	Required general subjects	1,330	33
E	General Homemaking	245	7
Q	Clothing Materials	105	3
U	Clothing Management	70	2
I	Color	70	2
R	Design	70	2
E	Sewing	490	14
D	Required specialized homemaking subjects	1,050	30
	Total of required subjects	2,330	68
E	Food		
L	Child Development		
E	History of Clothing		
C	Domestic Handicraft		
T	Color		
I	Sewing	595	17
V	Dyeing		
E	General subjects		
	Total	2,975	85
	Non-credit activities	175-1,015	
	Total hours	3,150-3,990	

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HOMEMAKING EDUCATION IN UPPER SECONDARY SCHOOLS - 1948-49

- I. Purpose of This Bulletin
- II. Some Essential Characteristics of a Homemaking Department
- III. Homemaking Education in Upper Secondary Schools
  - A. Purpose
  - B. Scope
  - C. Steps in Curriculum Planning
  - D. Where to Begin Teaching
  - E. Problem Solving
  - F. Home Projects
  - G. Selection of Projects
  - H. Suggestions for Projects
  - I. Home Contacts, Home Visits
  - J. Homemaking Conference Periods
  - K. Ways of Making Conference Successful
  - L. Home Project Records
  - M. Record of Project on "Reorganizing the Curriculum"



- A. Problem Solving
- B. Home Projects
- C. Selection of Projects
- H. Suggestions for Projects
- I. Home Contacts, Home Visits
- J. Homemaking Conference Periods
- K. Ways of Making Conference Successful
- L. Home Project Records
- M. Record of Project on "Rearranging the Kitchen"

IV. Some Standards for Rooms and Equipment for Teaching Homemaking

PURPOSE OF HOMEMAKING EDUCATION

This bulletin is intended to serve as a temporary guide for teachers of homemaking education in planning the new curricula (1948-49) and initiating home projects as a regular part of the school program for all girls enrolled in General Homemaking classes.

The Ministry of Education is planning to publish a much more complete book entitled "Handbook on Homemaking Education" which will outline in detail all phases of problems in homemaking education encountered by teachers in initiating the broadened curriculum in homemaking education. This handbook will be available for distribution sometime in April.

Workshop conferences, designed to give assistance to teachers of homemaking, are planned for the coming school year and will be held on a regional basis throughout Japan.

This bulletin is intended as a general outline to give guidance on the initial problems encountered and to bridge the gap until the publication of the entitled "Handbook on Homemaking Education" and until the workshop conferences come to the regional areas involved.

IV. Course of Study Outline - For Use in Upper Secondary School

Schedule a minimum of five 60-minute periods a week. Seven periods are recommended. The first 14 units are basic and should be taken before specialization in one or more areas is permitted.

<u>First or Second Term</u>	<u>First or Second Term</u>	<u>Third Term</u>
Wardrobe Planning for Self and Family Members on Varying Incomes.	Family Relationship I Attaining Maturity Social & Family Relationships Looking Ahead to Marriage and Establishment Home	Home Management Money Management Skillful Shopping Wise Consumption
Cement Construction		

(5 class hours plus 2 credits in approved home project work)

Schedule a minimum of five 60-minute periods a week. Seven periods are recommended. The first 14 units are basic and should be taken before specialization in one or more areas is permitted.

First Year - Homemaking I. 7 Units

(5 class hours plus 2 credits in approved home project work)

First or Second Term

First or Second Term

Third Term

Wardrobe Planning for Self and Family Members on Varying Incomes

Family Relationship I  
Attaining Maturity  
Social & Family Relationships  
Looking Ahead to Marriage and Establishing a Home  
Parenthood  
Factors in Success in Wage Earning Jobs

Home Management  
Money Management  
Skillful Shopping  
Wise Consumption

Garment Construction for Self and/or Family Members

Second Year - Homemaking II. 7 Units

(5 class hours plus 2 credits in approved home project work)

Meal Service for Adequate Nutrition on Varying Income Levels

Child Development (Infancy, Pre-School and School Age)

The House, Its Equipment and Furnishing

Food Preservation

Family Health & Safety

Care and Maintenance of the House and Yard

Third Year - Elective

Foods II - 5  
Special Occasions (Management of Food)

Clothing II - 5  
Family Clothing Problems

Family Relationships II - 5

Food Preservation Planning the Annual Food Supply

Clothing III - 5  
Special Problems in Providing Clothing and Household Textiles

Child Development II - 4

Foods III - 5  
Management of Food Service for Families and Larger Groups

Family & Community Responsible for Children

Housing and Home Management - 4

As nearly as possible a homemaking class should be assigned to the one teacher for any given year. Supervised home practice in managerial aspects of homemaking should be an integral part of homemaking education in upper secondary schools.

I. Essential Characteristics of a Homemaking Department

1. The revised course of study (1948-49) for Upper Secondary Schools will be followed with the adaptations that are indicated by the social and economic conditions in the homes of the pupils in classes - i.e. over a two year period consideration will be given to basic home problems in all aspects of home living adapted to specific needs of pupils enrolled.
2. Suitable rooms, equipment and supplies will be provided - where rooms and equipment are inadequate immediate attention will be given to planning the needed changes and to making definite provisions for carrying out the plans within a two year period. A budget will be set up for essential supplies.
3. Teachers of homemaking classes should be broadly trained and wherever possible will teach all units or a majority of them for a given group or pupils over a period of two years. Teacher who believe in functional education and who are willing to develop a home project program are best suited to the new curriculum.
4. Classes will meet for not less than 60 minute periods five days a week - where ever possible one or two double periods a week should be scheduled for each class so that activities such as meal service can be adequately carried out. It is suggested that the three or four free periods be given to the teacher for home project supervision.
5. Teachers and administrators in homemaking schools will be encouraged to share their experience with other schools from time to time, through holding conferences, workshops or conducting demonstrations to interpret the program.
6. It will be desirable to have a community advisory committee to include representatives from organizations and agencies now giving service to home such as the Parent-Teacher Association, the College Alumnae, the Health Dept., the Chamber of Commerce. The committee will be to study the needs of homes and

4. Classes will meet for not less than 60 minute periods five days a week - where ever possible one or two double periods a week should be scheduled for each class so that activities such as meal service can be adequately carried out. It is suggested that the three or four free periods be given to the teacher for home project supervision.
5. Teachers and administrators in homemaking schools will be encouraged to share their experience with other schools from time to time, through holding conferences, workshops or conducting demonstrations to interpret the program.
6. It will be desirable to have a community advisory committee to include representatives from organizations and agencies now giving service to home such as the Parent-Teacher Association, the College Alumnae, the Health Dept., the Chamber of Commerce. The function of this committee will be to study the needs of homes and families in the community and to assist with planning ways and means of dealing with the maximum number of family needs in the homemaking education program.

It is suggested that a Community Canning Center would be an asset in conserving food such a committee would promote the necessary interest and assist with finding the means for setting up such a center.

Since club activity for young people will increase the value of the homemaking program this committee will give the school backing in establishing homemaking clubs.

The Advisory Committee would assist in promoting better family living through family participation in home improvement projects.

7. It is recommended that the home economics department be operated on a budget basis

The department budget should include items on:

- (1) Capital outlay for equipment and furnishings
- (2) Maintenance and replacement
- (3) Operating expenses, food, fuel, supplies for all classes.

III. Homemaking Education in Upper Secondary Schools

A. Purpose

The major purpose of homemaking education in upper secondary schools is to provide instruction which will help families improve the quality of living in their homes.

The program must be broad enough and intensive enough to develop

1. An appreciation of the importance of homemaking
2. An understanding of what good family life means and a desire to make their own family living as successful as possible by these standards.
3. The skills and abilities needed for successful family living.

These abilities include:

- a. Ability to buy wisely within the limits of the income
  - b. The skills of good housekeeping and home management
  - c. Ability to work with other family members and with other families to develop new resources (such as canning facilities, health protection recreation opportunities, cooperative buying plans, etc.)
4. The ability to maintain democratic relationships in family life. This means ability to maintain family life in which
    - a. There is cooperative action for the common good of the family
    - b. The welfare of each member is sought.
    - c. Each takes part, according to his ability, in planning, carrying out and evaluation results of family activities.

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- c. Ability to work with other family members and with other families to develop new resources (such as sunning facilities, health protection recreation opportunities, cooperative buying plans, etc.)
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- There is cooperative action for the common good of the family
  - The welfare of each member is sought.
  - Each takes part, according to his ability, in planning, carrying out and evaluation results of family activities.
  - There is freedom with responsibility

The ability to establish effective community relations

The ability to recognize and conserve values in family living as social and economic conditions change.

The instruction should be valuable in at least three types of situations

- To help students solve personal problems of (a) growth and development (b) to prepare for participation with competency in family planning, homemaking activities, and in use of leisure time to assist family members, mother, father, younger brothers and sisters, older brothers and sisters.
- To lay foundations upon which to build in the future as an adult homemaker and parent.
- To encourage participation in the efforts of the community to improve family life. These community efforts would include the conditions under which food is produced and sold, the health, education, and recreation of children, the provision of sanitary water supply and of garbage disposal, etc.

## B. Scope

All areas of homemaking are closely related but for purposes of study the following six are designated as essential in a comprehensive homemaking program.

1. Social and family relationship to include units on:

The meaning of maturity; a desirable social relationship; maintenance of satisfactory family relations at each stage of family development, engagement, marriage, early years of parenthood, later years of parenthood, old age.

2. Child Development:

The care and guidance of children from infancy to adulthood.

3. Housing and Home Management:

Selection, care to use of home equipment  
Selection, use and care of the house and its furnishings.  
Selection, purchase and use of goods and services needed in homes  
Consumer responsibilities and relationships in home and community  
Selection of educational and recreational experiences.

4. Foods and Nutrition:

Selection, preparation, serving, conservation and storage of food for the family.

5. Clothing, Personal Care and Textiles:

Selection, care, renovation and construction of clothing and household textiles, care of personal possessions, maintenance of attractive appearance.

6. Health and Home Care of Illness:

Maintenance of health and home safety  
Home care of the sick and first aid.

## C. Steps in Curriculum Planning



Selection, preparation, serving, conservation and storage of food for the family.

5. Clothing, Personal Care and Textiles:

Selection, care, renovation and construction of clothing and household textiles, care of personal possessions, maintenance of attractive appearance.

6. Health and Home Care of Illness:

Maintenance of health and home safety  
Home care of the sick and first aid.

C. Steps in Curriculum Planning

1. Setting up objectives
2. Determining the learning needed to attain these objectives
3. Selection of learning experiences
4. Deciding ways of evaluating learning

The primary purpose of education is to help students direct their own lives. To be effective the program in home economics must be based on problems pupils and their families face and appropriate learnings to meet these problems satisfactorily.

Pupils should take part, according to their ability in planning, carrying out and evaluating learning.

D. Where to Begin Teaching

Education must begin where the pupil is, with what he knows and what he can do.

The teacher must find the interests, needs and doing ability of the pupil in each of her classes. To do this she must know their environment, both home and community. She must know home life as it is lived today and the trends that for ecast the possibilities for improvement-improving the quality of family life is the crux of homemaking.

E. Problem Solving

Pupils learn homemaking by solving homemaking problems. Therefore real home problems must be used in classrooms. Pupils prepare for solution of problems by determining:

1. What they have to know to solve each problem
2. How and where they can get the information they need
3. What skills they have to develop
4. How they can go about developing the necessary skills

Large problems in homes are made up of many smaller ones. Teachers guide pupils in finding the smaller parts of the large problem which can be dealt with during class periods. In serving a meal for instance, the smaller parts of the problem will be. What is an adequate meal? What marketing, food preparation, and serving problems are involved? What new skills do I need to develop? etc. In planning the redecoration of a room pupils need to study furniture arrangement, color harmony, selection of furniture, renovation of furniture and furnishings. In studying child care pupils will need to learn the interests and potential abilities of different age children, their health needs, how to guide their play, selection of toys and stories for children, ways of identifying needs.

The teacher helps the pupils discover and analyze home problems to find the smaller problems involved. The pupils learn through actually solving each part of the larger problem. The teacher's greatest responsibility is to teach pupils to think for themselves. The teacher suggests activities and the demonstrates good procedures. She guides pupils activities in school, home and community. She provides reference books, illustrative materials, pictures, magazines, charts, samples and posters. Pupils proceed from one completed problem to another related problem. Pupils who already know more than others because of previous experience are guided into more difficult aspects of the particular phase of homemaking education on which the class is working. It is through this process of analyzing problems, planning ways of solving them, developing the abilities needed that pupils learn to think and to do.

In school

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#### In school

Class time is used for discussion, demonstrations, directed study and actually doing of certain processes.

#### In the Home

Home activities offer opportunities to test skills and managerial abilities learned in school and an important part of a teachers work is to help pupils approach their home activities as problems which can be solved by methods practical in school. Good classroom instruction and adequate guidance of home experiences are both essential in a good homemaking program.

#### F. Home Projects

Home projects give pupils experience in working on some problems in their personal, family or community life under the teacher's guidance as a regular part of their homemaking study.

1. The pupil selects the project in consultation with both the teacher and the family.
2. She outlines a plan for its solution
3. The pupil keeps a record of her activities and evidences of accomplishment.
4. The project is evaluated continuously to determine progress, and to check on successes and difficulties as a basis for making adjustments in the plan.

Selection of Project

A home project should be selected with care

1. It should be a problem in which the girl is interested and the solution should make a real contribution to her personal and home life.
2. It should be one that requires real effort and study, and that requires the adaptation of class learning to a new or different situation.
3. The problem should be suitable to the income and pattern of living of the pupils' family
4. Projects should be closely related to the phase of homemaking pupils are studying at school

Suggestions for Home Projects

In connection with clothing study. a pupil may select such home projects as planning the years wardrobe: proper care of her own clothes, laundering, mending, sewing, pressing, good arrangement of clothes closet, remaking old clothes-constructing garment for another member of the family.

In the area of child development many pupils select projects involving care of younger brothers and sisters or care of children outside the family.

Home improvement projects could include cleaning and remodeling any of the rooms in the home that need attention to make them more convenient, more sanitary, more comfortable or to add beauty to them. Improving the exterior of the house or the yard makes a good family project that can be planned at school.

A good personal project may involve improvement in management of time to get studying done, to get enough sleep, to provide time for clothing care and household duties.

Projects in consumer buying may include marketing for the family, the selection of clothing, equipment or furnishings. Consumer buying involves careful study of quality, types of material available, and of comparative costs.

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Food study offers many opportunities for home projects such as packing own lunch, getting any one of the family meals, planning a diet to achieve normal weight, preserving food, gardening, marketing, improving food storage facilities, making weekly, seasonal or annual plans for food supply keeping food accounts.

Most home projects involve family relationships because they often call for cooperative action among family members. Home projects dealing directly with family relationships might involve planning observation of holidays or special events such as birthdays. Planning for having fun as a family group. Increasing cooperation or courtesy among family members, etc.

#### I. Home Contacts

An important part of a homemaking teachers work is to establish friendly relationships with the families of her pupils and to take an active part in community life. Families should be acquainted with the objectives of homemaking education as a first step in getting their interest in home-projects. Teachers must know home situations in order to help pupils select projects that will be of maximum value to them and to their families.

To be effective home projects require both conferences for teacher and pupil in school and visits to homes.

Home Visits

A major purpose in visits aside from establishing friendly relationships with the girl and her parents is to interpret the homemaking program and to get the mothers interested in helping their daughters select, carry out, and evaluate home projects.

Teachers first home visit can be informal and friendly. In the course of conversation with parents the teacher usually discovers what they would most like to have her daughter learn in homemaking classes. She also gets information about the girls home experiences and about the kinds of home projects that will be most helpful to the girl and her home.

Parents quickly become accustomed to the teachers visits and teachers, who visit homes, because of their understanding of specific home problems, make better selection of class activities and give better guidance to the girls in selecting and carrying out home-projects.

Teachers make visits after school, Saturdays, during short vacations and before school opens in the fall. Mothers are informed through their daughters or by letter that the teacher wants to visit and are asked to indicate the most convenient time. Most mothers reply promptly and extend cordial invitations to teachers to come to see them. Teachers have to plan their visits so that they can call on several mothers who live near each other on the same trip. The earlier in the school year home visits are made the more helpful they are.

Record of Visits

Teachers make brief records when they return to the school after a home visit so that they can quickly recall important points. Records of home visits are kept private in a notebook for that specific purpose.

Clothing

- Tables
- Machines.
- Comfortable chairs
- Dressing spaces for fitting garments
- A mirror in a well lighted space
- Storage for garments in the process of construction

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### Foods and Nutrition

Unit kitchens of different types are preferred each with sink and family type stove  
Well arranged cabinets.  
A plan for drying tea towels-Facilities should be provided to insure that enough clean, dry towels are available for each class.

### Home Care of Illness

Bed  
Storage space for other equipment needed  
Thermometer, bandages, sheets, hot water bag

### House Care, Home Furnishing, Recreation, Relationships

Living room area where good standards in home furnishing can be exemplified  
Experience in arrangement and care gives opportunity to set desirable standards and to develop good procedures for home care.

### Laundry Center

In setting up laundry equipment study should be made of new equipment on the market and improved arrangements of equipment

Storage Needed for

- Illustrative material
- Files for bulletins and pictures
- Books, notebooks, other student possessions
- Cleaning equipment and supplies
- Aprons
- Equipment not in constant use

General Equipment

- Blackboards-Dulletin boards
- Teachers desk-Reference books
- Exhibit facilities

The class organization used in teaching determines the desirable arrangement of the department and the amount of equipment needed for each class.

A type of class organization frequently used is based on the assumption that adequate equipment will be provided so that all girls in the class may engage in the same or similar activities at the same time. For example, if the phase of homemaking to be studied at a particular time is food preparation and serving, the assumption is that a class of 24 girls, working in groups of 4, would have use of 6 work centers equipped for meal preparation and serving.

There is a growing interest in another type of class organization in which various activities are carried on simultaneously. For example, in a class of 24 girls, one group might be washing and ironing, a second group might be cleaning living center, a third group might be planning a meal to be served, and the remaining 12, in groups of 4, might be preparing meals.

It is obvious that the whole-class-doing-one-thing type of organization requires the maximum amount of equipment. The type of organization in which different activities are carried on simultaneously, if used exclusively, requires much less equipment. Some home economists believe this latter type of organization is satisfactory. On the other hand, some home economists would like to see sufficient equipment provided for all girls in a class to engage in the same activity at the same time so that either of the two types of organization or a combination of types may be used in teaching.

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In homemaking education departments the equipment may furnish opportunity for many learning experiences, if the teacher and the pupils are aware of them. For example, if cabinet shelves are of different widths and are adjustable, girls may learn many principles of storage management which will be applicable in the home. If different heights of working surfaces are provided, pupils may experiment by using different heights for different types of work.

#### J. Homemaking Conference Periods

A minimum of three free periods a week should be provided in a teachers schedule for home project conferences. The home project conference periods should be of two general types

1. To help and guide the selection, planning and carrying out of home projects.
2. To assist students with personal problems

#### Home Project Conferences Should Accomplish Several Purposes

1. To clarify for the girl the need for home projects and to increase her interest in selecting her projects.
2. To guide her in planning her projects.
3. To give advice and help while the project is being carried on.

4. To evaluate the results of the project

Home project conferences can be carried on during class hours, during the teachers free periods before or after school, or during the noon hour.

K. Ways of Making Conferences Successful

Teachers will want to:

1. Explain the purposes for individual conferences to the entire classes so that all pupils understand their responsibilities in relation to conferences
2. Make a schedule for personal conferences that is convenient to pupils and teacher
3. Keep the conferences informal but keep the purpose clearly in mind so that conversations do not stray too far or too often from the matter at hand.

L. Home Project Records

Teachers and pupils keep home project records

Teachers sometime arrange a card file on which plans made with each pupil are kept

Each pupil is registered in the card file. Under her name is briefly stated the name of her project with short statement on the plan made, the time of conferences and the progress the girl is making.

This card record is a help in choosing other projects. One glance at the card tells what has been done and often suggests a possible "follow up" project.

The pupils record will be made as the project develops. It will usually include sections dealing with:

1. Aim of the project

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The pupils record will be made as the project develops. It will usually include sections dealing with:

1. Aim of the project
2. Reason for choosing it
3. Plan of work (in detail)
4. Record of progress
5. Summary and evaluation
6. Mothers and teachers comments

M. Record of Project on "Rearranging the Kitchen"

Here is a home project record kept by a High School girl in Kentucky, U.S.A.

Rearranging the Kitchen Utensils and Supplies for Convenience

Aim: My aim is to have a kitchen where everything needed in it is in a convenient place.

Reasons for Choosing:

"I chose this project because at home in our kitchen the cooking utensils are put anywhere we can find a place to put them after we are through using them. I have found out the advantages of having the kitchen utensils in a convenient place, since I have been taking home economics.

These are the things I have learned in my home management class, in my work in the school home economics laboratory and through reading government bulletin and magazine articles on kitchen arrangements and care. I want to put them into practice in my home.

1. Utensils, equipment, and supplies which are frequently used should be more conveniently placed, and it saves time and makes work more efficient.
2. Space where food is stored should be kept clean and sanitary.
3. Rack for towels should be put in a convenient place.
4. Hot pan lifters save dish towels and are a protection to the hands.
5. Utensils, equipment, and supplies are easier to keep in order when once put in a definite place.
6. Rearrangement for convenience may cost little or no money.
7. Orderly surroundings make work more pleasant.
8. Containers for garbage should be cleaned often and placed so as to save steps.
9. Time and effort may be saved by having a place for everything and everything in place.
10. Discard useless things to give more space and to improve the appearance of the room.
11. Utensils and supplies should be placed near the working area where they are used.
12. Cooperation in the home makes the work lighter.

Plan of work

These are the things I am going to do:

1. Clean the cabinet and rearrange the things on the shelves.

9. Time and effort may be saved by having a place for everything and everything in place.
10. Discard useless things to give more space and to improve the appearance of the room.
11. Utensils and supplies should be placed near the working area where they are used.
12. Cooperation in the home makes the work lighter.

Plan of work

These are the things I am going to do:

1. Clean the cabinet and rearrange the things on the shelves so that it will be more convenient.
2. Clean the pantry, taking out all useless things and finding other places to store them.
3. Plan some place to hang the dish towels in the kitchen. We have been hanging them on the back porch and it isn't very convenient.
4. We have been using dish towels to lift hot things with and we often burn ourselves and the dish towels. I am going to make some hot pan holders like we have at school.
5. We have a shelf above the sink that is a "catch-all". I am going to clean it off and put on it only the things we need near the sink.
6. After I get all the things rearranged I am going to try to keep them that way. When I talked my project over with my mother, she and my sister said they would help me keep everything in place.

Record of Progress

<u>Date</u>	<u>What I Did</u>	<u>Time</u>
Jan. 16	I cleaned the cabinet and put paper in the drawers and shelves. In the top shelf I placed soda, baking powder, salt, vanilla, nutmeg, allspice, cinnamon, and cocoa. On the second shelf I placed	45 min.

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coffee, sugar; a jar for oatmeal or rice, a jar for tea, and one more larger jar for anything else such as beans. In the third shelf I placed three bowls used for mixing, small custard cups which are used for baking. Two other dishes were placed on the shelf also.

Jan. 18 I cleaned out our pantry today. I found many empty jars and came in it. I carried those out to the parage. We have a large stone jar in which we keep flour also another can. After cleaning the shelves and placing paper on them, I put canned fruits and vegetables on them. I found that the kitchen floor needed cleaning so I swept and mopped it. After everything was in its place it looked real neat. 1 hour

Jan. 19 Today I had my father put a towel rack between the stove and the sink. Up stove the towel rack are two hooks for pot holders. I cleaned and made a pot holder after supper. 45 min.

Jan. 20 I washed the dishes and showed my mother and sister where everything was kept 30 min.  
A small shelf is above the sink. I put soap, powder cleaner, and wash soap on it. We have been keeping just anything on it, but from now on certain things are going to be kept on it.

Jan. 22 I hommed two dish towels this afternoon after school. I mopped the floor and washed dishes after supper. I saw that everything was in its place.

Jan. 22 I have finished my project and the kitchen is a place in which everything seems to be in the right place. My sister has learned where everything is kept and it isn't very hard to keep things in order.

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#### Summary

When I used to go in the kitchen at home in a hurry to find something, I would have to look everywhere in order to find it. The kitchen utensils, soda, salt, baking powder, etc. were put in the first place that was seen vacant when we were through using them. I decided that I was going to change the things in the kitchen so that the kitchen would be more convenient.

The first thing I did was to clean out the cabinet. I hardly knew what to put on the shelves, but mother helped me to decide.

When I cleaned out the pantry, I found many useless things in it, I found the pantry needed a good cleaning so I moved all of the canned fruit out, swept, and mopped. I put some of the canned fruit back on the shelves and stored the rest in boxes under the staircase that goes up over one end of the pantry. I believe cleaning out the pantry was the hardest job of all.

One day I made a pot holder and cleaned a trash can.

I had to show my mother and sister where ~~everything was kept~~. Several times I washed dishes and saw that everything was in order.

I have found out that after the things have been placed in order that they are not so hard to keep in order. The kitchen is much more convenient and I like to work in it better.

I have learned where cooking utensils are placed so they can help you the best. If I were doing my project again, I would try to make arrangements to get a drainboard which would make our kitchen more convenient.

Evaluation

Mother is pleased with the results and helped me plan arrangements that would be satisfactory to her. I feel that I have gained much and I am glad that I took this project. I have learned that a kitchen can be made convenient with little or no cost.

III. Some Standards for Rooms and Equipment for Teaching Homemaking

In order to carry out a satisfactory program of homemaking education the rooms and equipment and furnishings must approximate those of a home. They should set attainable standards for the majority of families in the community.

For convenience and efficient management it is recommended that the department be located on the ground floor with the rooms arranged as a unit rather than separated by halls or other classrooms. Attractiveness, good lighting, ventilation and sanitation are important.

The furnishings and equipment for homemaking education should be of the type within reach of the families in the community. As nearly as possible the equipment should be in keeping with the developments in industry and with the homes. It should provide opportunity for experimentation in use and arrangement. Variety in qualities and types of materials, structures and finishes furnish a basis for developing judgment in making selections for the home.

Several different types of equipment are desirable to give students experiences that are basic to making choices--for example, different types of working surfaces, different qualities of equipment, different fuels, and kitchen utensils made of different materials.

One-Room Department

Homemaking education departments may comprise but one room equipped for teaching all phases of homemaking. Such a room is often called an all-purpose room.

It is essential for the one-room department to have plenty of additional closet space and storage cabinets to care for equipment not in current use.

The open-plan type house which is being advocated by architects today merits study in this connection. This type of house



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The open-plan type house which is being advocated by architects today merits study in this connection. This type encourages the use of moveable partitions, built-in, portable, and folding furniture; and built-in storage arrangements. It provides for division of the room whereby equipment may be set up for carrying on various types of homemaking activities in the different units such as child care, home nursing, and entertaining.

In general there should be sufficient variety in furnishings and equipment even in the all-purpose room to provide opportunities for pupils to learn to make judgments and choices.

#### Departments of Three or More Rooms

In large school systems in which there are more than two teachers and two rooms, each room is equipped for the phases of homemaking taught in that room, usually under the direction of one teacher, but the total homemaking education department is equipped for teaching all phases of homemaking.

One grouping of rooms to meet the needs of a three-teacher department could include:

1. A combination room providing space and equipment for teaching foods and laundering.
2. A combination room providing space and equipment for teaching clothing, consumer buying, and home nursing.
3. A combination room in which other phases such as child development and home improvement may be taught.

Here again there are differences of opinion as to the best arrangement.

Child Development

The amount of space and equipment needed depends on whether experiences with children are to be provided within the school or outside the school. The following equipment is needed for teaching child care and development when experiences with children are provided outside the homemaking department

1. Play equipment

Toys to illustrate developmental needs for each age group. In some situations the equipment is part of the permanent equipment of the department while in other situations some of it is borrowed. The kind and amount of play equipment to be provided in the department varies in different schools depending on a number of factors such as the size of the homemaking department, the budget for the department, and the presence or absence in the community of centers in which good preschool equipment may be studied by high-school pupils.

2. Equipment for physical care of children

Clothing--samples and patterns for clothing for children of different ages.

Food--bottles for infant feeding with different sizes and kind of nipples; dishes and table silver suitable for children learning to eat.

Bathing--wash cloths, towels, and basin for bathing the infant.

3. Furniture--a child's chair and table illustrating principles of proper design and construction.

4. Materials for self-expression such as musical instruments (including chimes, drums, etc.), paints and crayons, paper, blocks, clay, and wheel toys.

5. Materials for development of appreciations such as books, pictures, records and other music; objects of different sizes, shapes, weights,

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#### IV Course of study outline-For use in upper secondary school.

##### Clothing

###### General Home Making

- I ( 1. The program of clothing life.
- ( 2. Making.
- ( 3. The care and preservation of your own and your family's.

###### Elective Home Making

- II ( 1. The plan of your family's clothing life.
  - ( 2. Making.
  - ( 3. The care and preservation of your family.
- III ( 1. The present condition and improvement of clothing life.
  - ( 2. On the change of clothes.
  - ( 3. Making.

##### Family Economics

###### General Home Making

- I ( 1. Home income.
- ( 2. Home expenditure and budget.
- ( 3. Thoughtful shopping and suppress high prices.
- ( 4. Wise consumption.
- ( 5. Surplus of income, and its insufficiency.
- ( 6. Economical preparation at home.

Elective Home Making.

1. Planning of and entry in domestic account-book.

Family

General Home Making.

- I ( 1. Friends
- ( 2. What it means to be matured.
- ( 3. My home and family.
- ( 4. Qualification and preparation for marriage.  
(Sex. Eugenics. Heredity)

Elective Home Making.

- ( 1. Par-ntage.
- II ( 2. How to have professional success.

Food

General Home Making.

- I ( 1. The constitution of the food stuffs of the Japanese people.
- ( 2. Family diet.
- ( 3. Basic skills in cooking and their applications.

Elective Home Making.

- II ( 3. Basic skills in cooking and their applications.
- III ( 4. Food management at home.
- ( 5. Improvement of our food life

Home Hygiene

General Home Making

- II ( 1. Healthy Home life.
- ( 2. Everyday hygiene of family.

Child Care

General Home Making

Elective Home Making.

- II ( 3. Basic skills in cooking and their applications.
- III ( 4. Food management at home.
- ( 5. Improvement of our food life

Home Hygiene

General Home Making

- II ( 1. Healthy Home life.
- ( 2. Everyday hygiene of family.

Child Care

General Home Making

II--1 Child care.

Elective Home Making.

- ( 1. Pregnancy and delivery.
- ( 2. Child growth.
- III ( 3. Suckling feeding.
- ( 4. Sickness of babies and children. and their preventions, nursing, medical. treatment.

Housing

General Home Making

- ( 1. Function of residence.
- ( 2. Selection of residence.
- ( 3. Arrangement of rooms.
- II ( 4. House hold decoration and furniture.
- ( 5. Interest in sweeping of residence.
- ( 6. Residence and safety.
- ( 7. Beautiful garden
- ( 8. Housing problems in community life.

Home Management

General Home Making

- I ( 1. Importance of home management.
- ( 2. Control of time and energy.
- ( 3. Shares of responsibility and cooperation.
- ( 4. Good preparation and management of daily life.

Elective Home Making

- ( 1. Beautibul home life.
- ( 2. Pleasant home life.
- III ( 3. Project of home life.
- ( 4. Home and society.

PLAN FOR A VOCATIONAL HOMEMAKING DEPARTMENT IN A COMPREHENSIVE UPPER SECONDARY HIGH SCHOOL

I. Student, Staff, and Facility--Minimum Needs

- A. 90-120 girls, enrolled as majors in homemaking education.
- B. Two homemaking teachers (No. 1. a clothing major, and No. 2. a foods major) to devote full time to homemaking instruction.
- C. One foods room (clean and sanitary) arranged as a series of small unit kitchens, if possible without excessive expenditure and readjustment.
- D. One living room (attractive and homelike) with homemaking library-shelf.
- E. One clothing room (light) with tables, machines, and mirrors.

II. Courses to be Offered

- A. General Homemaking I--first year--<sup>5</sup> ~~7 to 10~~ hours per week, plus approved home project work of sufficient scope to use a minimum of two hours of per week of home work.
- 1. Under supervision of clothing teacher the entire year.
- 2. Classes not to exceed 30 girls each.

unit kitchens, if possible without excessive expenditure and readjustment.

D. One living room (attractive and homelike) with homemaking library-shelf.

E. One clothing room (light) with tables, machines, and mirrors.

II. Courses to be Offered

A. General Homemaking I--first year--<sup>5</sup>7 to 10 hours per week, plus approved home

*project work of sufficient scope to use a minimum of two hours of per week of home work*

1. Under supervision of clothing teacher the entire year.
2. Classes not to exceed 30 girls each.
3. Proposed schedule for General Homemaking I.

	Monday	Tuesday	Wednesday	Thursday	Friday
1st hour	Clothing	Family Relations	Clothing	<del>Family Relations</del> Home Management	Clothing
2nd hour	<del>Clothing</del>	Home Management	Clothing	Home Management	Clothing

4. The above schedule indicates the desirable <sup>5</sup>10-hour program. *or desirable, Clothing could be taught every day*  
 If the school feels it necessary to reduce the class time, the reduction *in the 1st term Family Relations the 2nd term + Home Management the 3rd.*  
 should be in the amount of clothing instruction offered, as Girls needing the clothing emphasis can pick this up through electives in the second and third years. ~~Do not reduce the Family Relations or Child Development time.~~

B. General Homemaking II--second year--<sup>5</sup>7 hours per week, plus approved home project work of sufficient scope to use a minimum of two hours per week of home work.

1. Under supervision of foods teacher the entire year.
2. Classes not to exceed 30 girls.
3. Proposed schedule for General Homemaking II.

	Monday	Tuesday	Wednesday	Thursday	Friday
1st hour	Foods	<del>Foods</del> Foods	<del>Foods</del> Foods Housing	Child Car- ed Health	<del>Housing</del> Child Care Health
2nd hour	<del>Housing</del>	<del>Foods</del>	<del>Elective</del>	"Elective"	"Elective"

*Again as in Homemaking I schools desiring to do so might teach Foods every day during the 1st term of the year then Child Development + Health the 2nd term and Housing the final term.*

*An advanced elective of 5 hours per week can be taken in any of the fields covered in Homemaking I. The addition of this 5-hour elective completes a 10-hour homemaking offering for the second year which will schedule nicely against the 10-hour course in agricultural education and the 10-hour Homemaking I course for the boys.*

C. Homemaking III

1. The number of hours will be determined according to the availability of staff and facilities. The third year would consist of advanced electives in any of the fields offered in General Homemaking I or II, or such additional homemaking electives as may be needed by the particular school-community concerned.
2. Under supervision of teachers best qualified in the special-  
ized field to be offered



C. Homemaking III

1. The number of hours will be determined according to the availability of staff and facilities. The third year would consist of advanced electives in any of the fields offered in General Homemaking I or II, or such additional homemaking electives as may be needed by the particular school-community concerned.

2. Under supervision of teachers best qualified in the specialized field to be offered.

3. Proposed schedule for homemaking electives-3rd year.

a. Two electives per girl (5 hrs. each) chosen from a field of 4 possible advanced electives: two of such fields to be taught by teacher A and the other two by teacher B.

Teacher A	Cl.	F.R.&H.H.	Cl.	F.R.&C.D.	Cl.
	Cl.	F.R.&H.M.	F.R.&H.M.	"	Cl.
Teacher B	C.C.&H.	Foods	CC	Foods	CC.HH.
	"	"		"	"
			Food		

This would provide elective opportunity (with only 2 teachers) for any girls to take;

1. Five hours Foods and five hours Clothing.
2. Five hours Foods and five hours child <sup>development</sup> Care & Housing.
3. Five hours Clothing and five hours Family Relation & Home Management.

### III. Reference Material

A manuscript on homemaking education covering all phases of instruction, class organization, and the home-project method is being written and will be published in Japanese but will not be available until the middle of 1949. In the meantime, MG officers are referred to a compilation of conference materials assembled under the direction of Mrs. Dana S. Lewis, Homemaking Expert, which is on file with the Eighth Army. These same conference materials are being published in Japanese by the V/E for interior use awaiting the more complete handbook publication. *In the interim this publication issued more detail to the Japanese, must serve as the base guide.*

### IV. Teacher load-schedule

By this proposal with unlimited possible variations two teachers could give following:

Schedule-Teacher A-(Clothing major)					
School Hour	Monday	Tuesday	Wednesday	Thursday	Friday

...terials are being published in Japanese by the N/E for interior use awaiting the more complete handbook publication. In the interim this publication issued more detail to the Japanese, must serve as the basic guide.

IV. Teacher load-schedule

By this proposal with unlimited possible variations two teachers could give following:

Schedule-Teacher A-(Clothing major)

School Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1	HM 1	HM 1	HM 1	HM 1	HM 1
2	HM 1	HM 1	HM 1	HM 1	HM 1
3					
4	CL I	CL I	CL II	CL II	CL II- 2nd yr elective
5	CL III	FR & CDHM	CL III	FR & CDHM	CL III
6	CL III	FR & CDHM	FR & CDHM	FR & CDHM	CL III } 3rd yr electives

Schedule-Teacher B-(Foods Major)

School Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1	HM II	HM II	HM II	HM II	HM II
2	HM II	HM II			
3	HM II	HM II			

School Hour	Monday	Tuesday	Wednesday	Thursday	Friday
4	HM II	HM II	FR & CD	FR & CD	FR & CD
5	CDHM & H	F II	CDHM & H	F II	CDHM & H
6	CDHM & H	F II	F II	F II	CDHM & H

V. Summary

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDG NO.

775013

Homemaking education will never make progress until subject offerings are arranged and combined so they can be offered efficiently. With courses divided between Vocational and Non-Vocational and with a hundred highly specialized courses in each, there will continue to be idle teachers and rooms and gross inefficiency.

The preceding outline proposes:

1. To standardize entire 1st year for all girls covering basic fields all should know. (Complete basic coverage of Clothing, Family Relation & Home Management.)
2. Standardize first <sup>5</sup> seven hours of Homemaking II (2nd year) in covering basics all should know in Foods, Housing Child ~~Care~~ <sup>Dev.</sup> & Health advanced electives in basic fields covered in Homemaking I.
3. Offer electives, ~~5~~ to 10 hours according to student and community needs. *in 3rd year*
4. Encourage all schools to meet this easily offered program. Those prepared to exceed this would offer this-plus additionals.

Cl. - Clothing  
 F.R. & ~~Child Care~~ Family Relation & <sup>Home Management</sup> Child Care  
 F. - Foods <sup>Child Development</sup>

advanced electives in basic fields covered in Homemaking I.

3. Offer electives, ~~5~~ to 10 hours according to student and community needs, *in 3rd year*

4. Encourage all schools to meet this easily offered program. Those prepared to exceed this would offer this-plus additionals.

Cl. - Clothing  
F.R. & ~~C.C.~~ *Home Management* Family Relation & Child Care  
F. - Foods *Child Development*  
*CD* H.M. & H. - ~~Home Management~~ & Housing  
H.V. - Homemaking

DECLASSIFIED E.O. 12065 SECTION 3-402/NNDC NO. 775013

## Program of Extension Course of Upper Secondary School in Kagawa

June 28, 1950

To: Principal of Prefectural Upper Secondary School in Kagawa

From: Superintendent, Kagawa Board of Education

Subject: The 4th extension course of USS

## Purpose:

According to Article 48 of Social Education Law, extension course shall be held for the adults in farm and fishery villages who are of low intelligence and the working youth in general who are not favored with any chance of attending upper secondary school.

## Administration:

1. Seven upper secondary schools shall be given charge of extension course with the budget ¥ 10,000.- per one school in 1950. ¥ 10,000.- budget shall be spent for the expenses of printing, books-binding, travel expenses for lecturers, experiments, and miscellaneous expenses.

2. Any school who want to hold extension course, have to send an application to chief of Social Education Section by July 10, 1950. If more than 7 schools applied for it, the Nomination Committee will select the schools to give charge of extension course and send reports of approval to them by July 20, 1950.

Period of extension course: August 1950 to March 1951

If you want to hold extension course, please make plans emphasizing the characteristics of your school.

You should let teachers of your school work as lecturers. In this sense any extension course should not be held with teachers invited from outside the school.

It is desirable that extension course shall be held in the community of the school district. In consequence, you are supposed to send letters of your extension course program to each village and town in your school district to get application for it.

The schools who were given charge of extension course shall hold a consultation conference at the end of July.

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Rmr  
Dgj

Extension course is desirable to call "x x school summer course" or "x x technical course" so as to get people understand well and feel friendly.

Remarks:

Program of extension course should be made stating the following items:

1. Policy (write simply and concretely)
2. Subjects and number of lecturers
3. Place and frequency
4. Opening date and period
5. Estimation of expenses and its details

P.S. Ten upper secondary schools held extension courses in Kagawa in 1949 with budget ¥ 5,000.- per one school.

*Suw.*

Result of achievement tests of students of  
USS in Kagawa Ken

香川県高等学校学力検査成績一覧表

J. d.  
M. A  
E

科目	人数	平均点
国語	7354	63.62
鮮析(一)	4303	40.68
英語	5133	43.33

全		日		制		
科目	人数	平均点	科目	人数	平均点	
国語	5969	65.41	国語	5969	65.41	
鮮析(一)	3929	42.65	鮮析(一)	3929	42.65	
英語	4712	44.72	英語	4712	44.72	
普通	普 国	3835	68.49	普 国	3835	68.49
	解	3158	45.70	解	3158	45.70
通	英	3352	49.56	英	3352	49.56
	普 国	346	56.19	普 国	346	56.19
農	解	21	37.76	解	21	37.76
	英	76	22.38	英	76	22.38
業	国	340	60.47	国	340	60.47
	解	283	28.98	解	283	28.98
工	英	217	30.49	英	217	30.49
	国	965	63.74	国	965	63.74
業	解	382	32.63	解	382	32.63
	英			英		
商	国			国		
	解			解		

定		時		制		
科目	人数	平均点	科目	人数	平均点	
国語	1385	56.06	国語	1385	56.06	
鮮析(一)	574	22.07	鮮析(一)	574	22.07	
英語	421	27.81	英語	421	27.81	
普通	普 国	778	59.06	普 国	778	59.06
	解	338	18.38	解	338	18.38
通	英	367	28.88	英	367	28.88
	普 国	377	51.56	普 国	377	51.56
農	解	36	28.51	解	36	28.51
	英	54	22.07	英	54	22.07
工業	5	62.00	工業	5	62.00	
商業	11	54.91	商業	11	54.91	
家	214	50.38	家	214	50.38	

男女別成績表				
課程	科目	性別	人数	平均点



通	英	3352	49.56
農	国	346	56.19
	解	21	37.76
業	英	76	22.38
工	国	340	60.47
	解	283	28.98
業	英	217	32.49
商	国	965	63.74
	解	382	32.63
業	英	902	36.28
水	国	44	56.89
	解	36	18.22
産	英	42	27.24
家	国	439	55.88
	解	49	34.20
庭	英	23	19.40

通	英	367	28.88
農	国	377	51.86
	解	36	28.81
業	英	54	22.07
工	国	5	62.00
商	国	11	54.91
	家	214	50.38

男女別成績表

課程	科目	性別	人数	平均点
全 日 制 ( 普 通)	国	男	1280	69.05
		女	2055	68.01
	解	男	1613	49.92
		女	1545	41.44
	英	男	1644	54.81
		女	1708	44.44
定 時 制	国	男	1031	56.29
		女	354	54.62
	解	男	336	21.88
		女	38	23.82
	英	男	383	29.23
		女	38	39.71

課程	科目	性別	全 学		別 度	
			人数	平均点	人数	平均点
全 日 制 ( 普 通)	国	男	1271	68.59	509	69.61
		女	1291	68.21	761	65.76
	解	男	1147	50.00	466	49.23
		女	1065	44.49	480	34.71
	英	男	1170	54.56	474	55.19
		女	1210	47.05	498	38.39

Result of achievement tests  
of students of USS in Kagawa-ken 258

Subject	No. of students	Average mark
Japanese language	7,354	63.62
Analytical mathematics	4,303	40.68
English	5,133	43.33

Full-time USS

Subject	No. of students	Average mark	
Japanese language	5969	65.41	
Analytical mathematics	3929	42.65	
English	4712	44.72	
General course	Japanese language	3835	68.49
	Analytical mathematics	3158	45.76
	English	3352	49.56
Agriculture	Japanese language	346	56.19
	Analytical mathematics	21	37.76
	English	76	22.38
Industry	Japanese language	340	60.47
	Analytical mathematics	283	28.98
	English	217	30.49
Commerce	Japanese language	965	63.74
	Analytical mathematics	382	32.63
	English	902	36.28

(1448)

Aquatics	Japanese language	44	56.89
	Analytical mathematics	36	18.22
	English	42	27.24
Homemaking	Japanese language	439	55.88
	Analytical mathematics	49	34.20
	English	23	19.40

Part-time USS

Subject	No. of students	Average mark	
Japanese language	1385	56.08	
Analytical mathematics	374	22.07	
English	421	27.81	
General course	Japanese language	778	59.06
	Analytical mathematics	338	18.38
	English	367	28.88
Agriculture	Japanese language	377	51.86
	Analytical mathematics	36	28.81
	English	54	22.07
Industry	Japanese language	5	62.00
Commerce	Japanese language	11	54.91
Homemaking	Japanese language	214	50.38

(3)

Boys and Girls separate				
Course	Subject	Sex	No. of students	Average
Full-time (general)	Japanese Language	Boy	1780	69.05
		Girl	2055	68.01
	Analytical mathematic	Boy	1613	49.92
		Girl	1545	41.44
	English	Boy	1644	54.81
		Girl	1708	44.49
Part-time	Japanese Language	Boy	1031	56.29
		Girl	354	54.62
	Analytical mathematic	Boy	336	21.58
		Girl	38	23.82
	English	Boy	383	29.23
		Girl	38	39.71

Course	Subject	Sex	Co-ed		Non-co-ed	
			No. of students	Average	No. of students	Average
Full-time (general)	Japanese Language	Boy	1271	68.59	509	69.61
		Girl	1291	66.21	764	66.76
	Analytical mathematic	Boy	1147	50.00	466	49.23
		Girl	1065	44.49	480	34.71
	English	Boy	1170	54.56	474	55.19
		Girl	1210	47.05	498	38.39

F

Fixed Number and Number of Applicants for the 1st Year  
Grade of the Upper Secondary Schools in Kagawa Prefecture

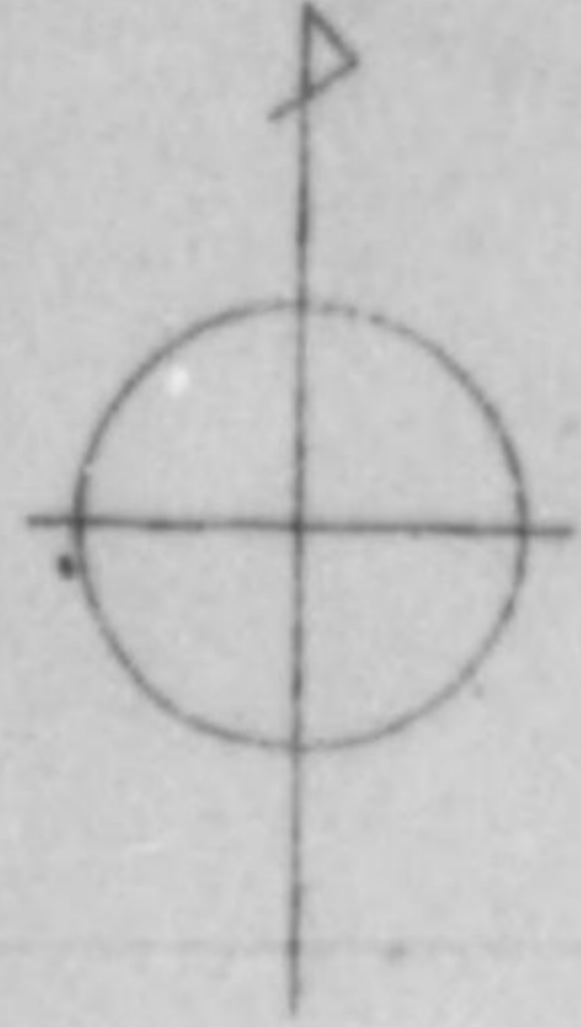
6 March 1950

As of 1 March, 1950

<u>Name of school</u>	<u>Course</u>	<u>Fixed No.</u>	<u>No. of Applicants</u>
Takamatsu Upp Sec School	General	450	640
	Domestic Science	40	45
Takamatsu 1st Upp Sec School	General	400	254
Takamatsu Commercial Upp Sec School	Commerce	300	348
Takamatsu Industrial Arts Upp Sec School	Technics	120 (Technics)	172
		80 (Arts)	
Sakaide Upp Sec School	General	250	220
	Domestic Science	40	28
Sakaide Commercial & Technical School	Commerce	100	112
	Technics	120	99
Marugame 1st Upp Sec School	General	300	311
Marugame 2nd Upp Sec School	Commerce	100	114
	Domestic Science	40	28
Tadotsu Upp Sec School	Technics	160	261
	Fisheries	50	41
Kannonji 1st Upp Sec School	General	400	433
Kannonji 2nd Upp Sec School	Commerce	200	196
	Domestic Science	120	106
Kasada Upp Sec School	Agriculture	120	120
Takase Upp Sec School	General	200	197
Kotohira Upp Sec School	General	250	232
Zentsuji Upp Sec School	General	200	199
	Domestic Science	40	64

Hanzan Upp Sec School	General	100	70
	Domestic		
	Science	40	44
	Agriculture	40	59
Suki Upp Sec School	General	100	89
	Domestic		
	Science	40	34
	Agriculture	40	24
Kagawa Upp Sec School	General	200	215
	Domestic		
	Science	40	56
	Agriculture	80	79
Kida Upp Sec School	General	250	268
	Domestic		
	Science	40	35
	Agriculture	40	41
Tsuda Upp Sec School	General	150	126
	Domestic		
	Science	80	81
Ishida Upp Sec School	Agriculture	80	62
Shido Upp Sec School	Commerce	150	172
	Fisheries	50	16
Sanbonmatsu Upp Sec School	General	200	199
Shodoshima Upp Sec School	General	250	249
	Domestic		
	Science	0	0
Tonosho Upp Sec School	General	150	156
	Commerce	50	24
Total	General	3,850	3,858
	Domestic		
	Science	520	521
	Agriculture	400	385
	Technics	560	532
	Commerce	900	1,026
	Fisheries	100	57
		<u>6,330</u>	<u>6,379</u>

File  
Kagawa up 55



標尺  
3

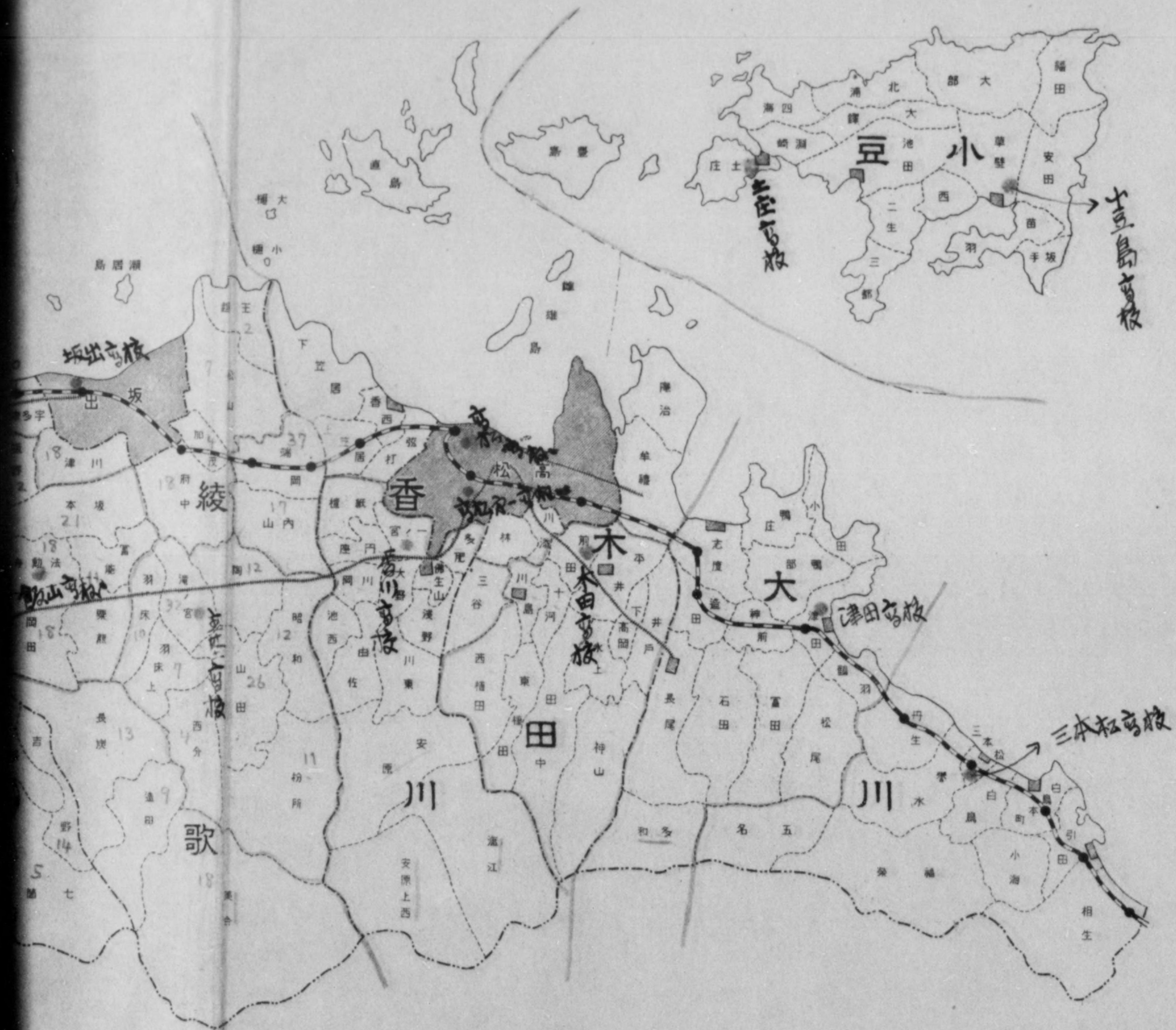
# 普通科課程通學區

壹 / 分萬拾參尺



# 区域通学课程科

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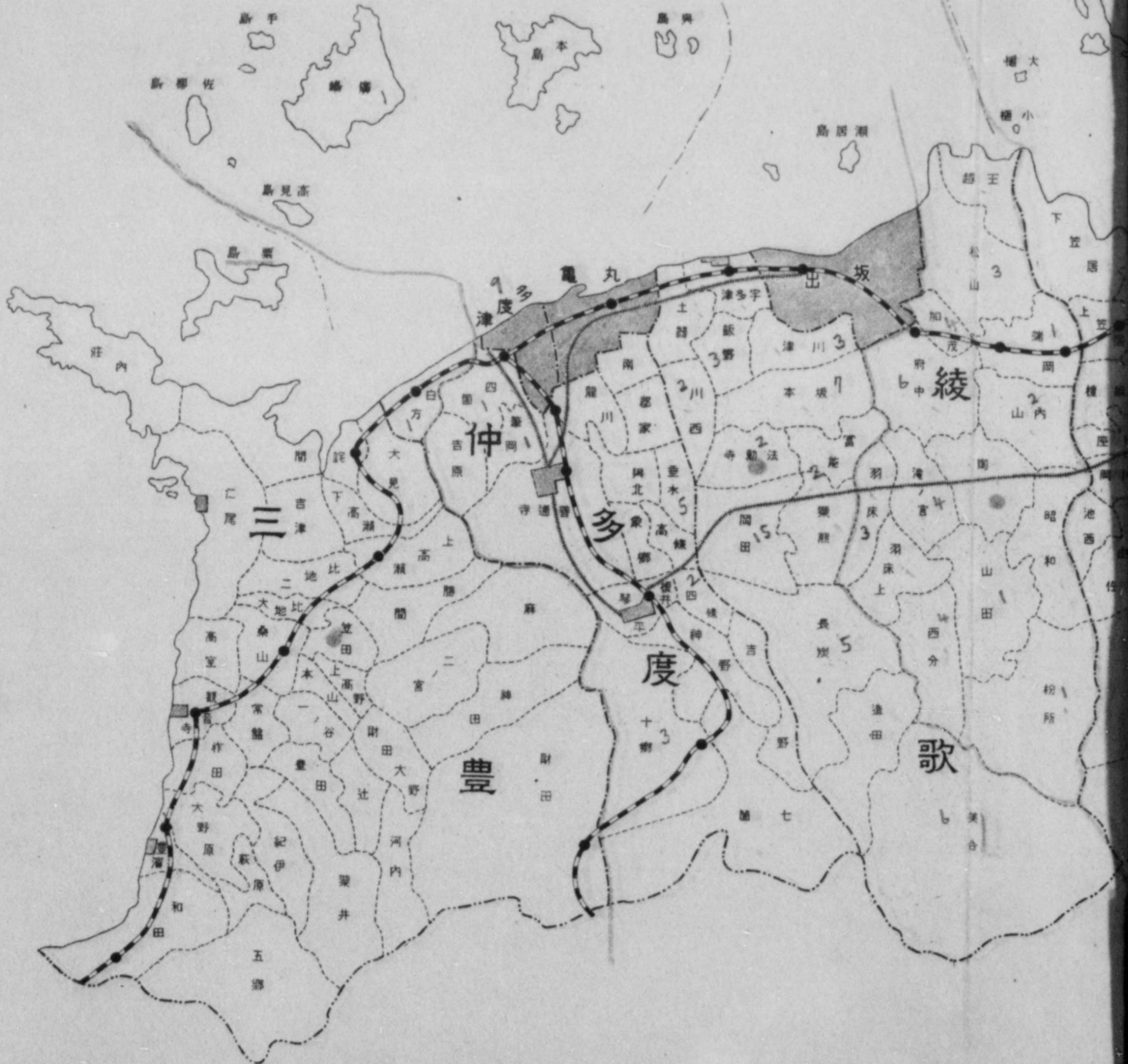
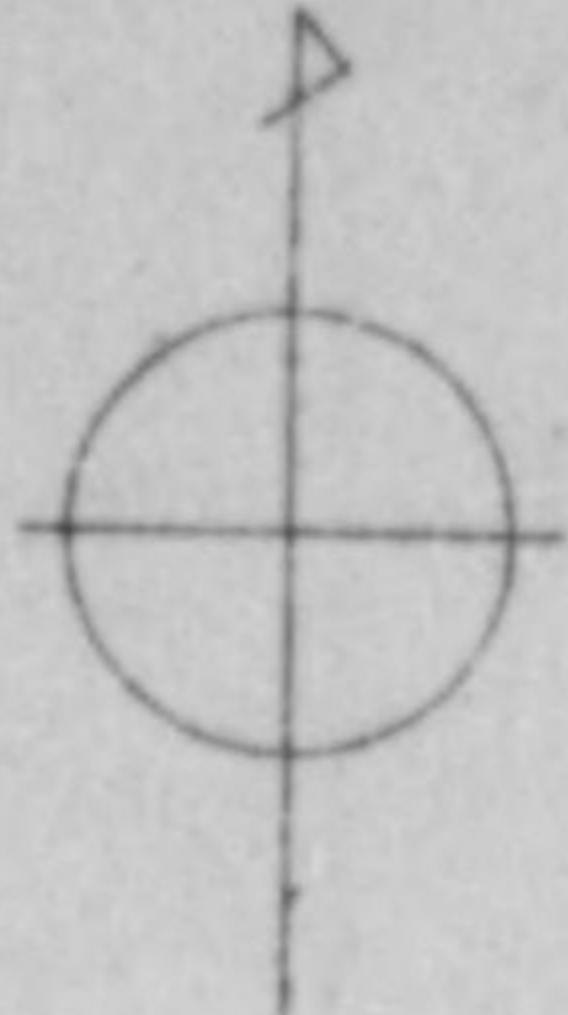


香川縣水産課



# 農業科課程通學

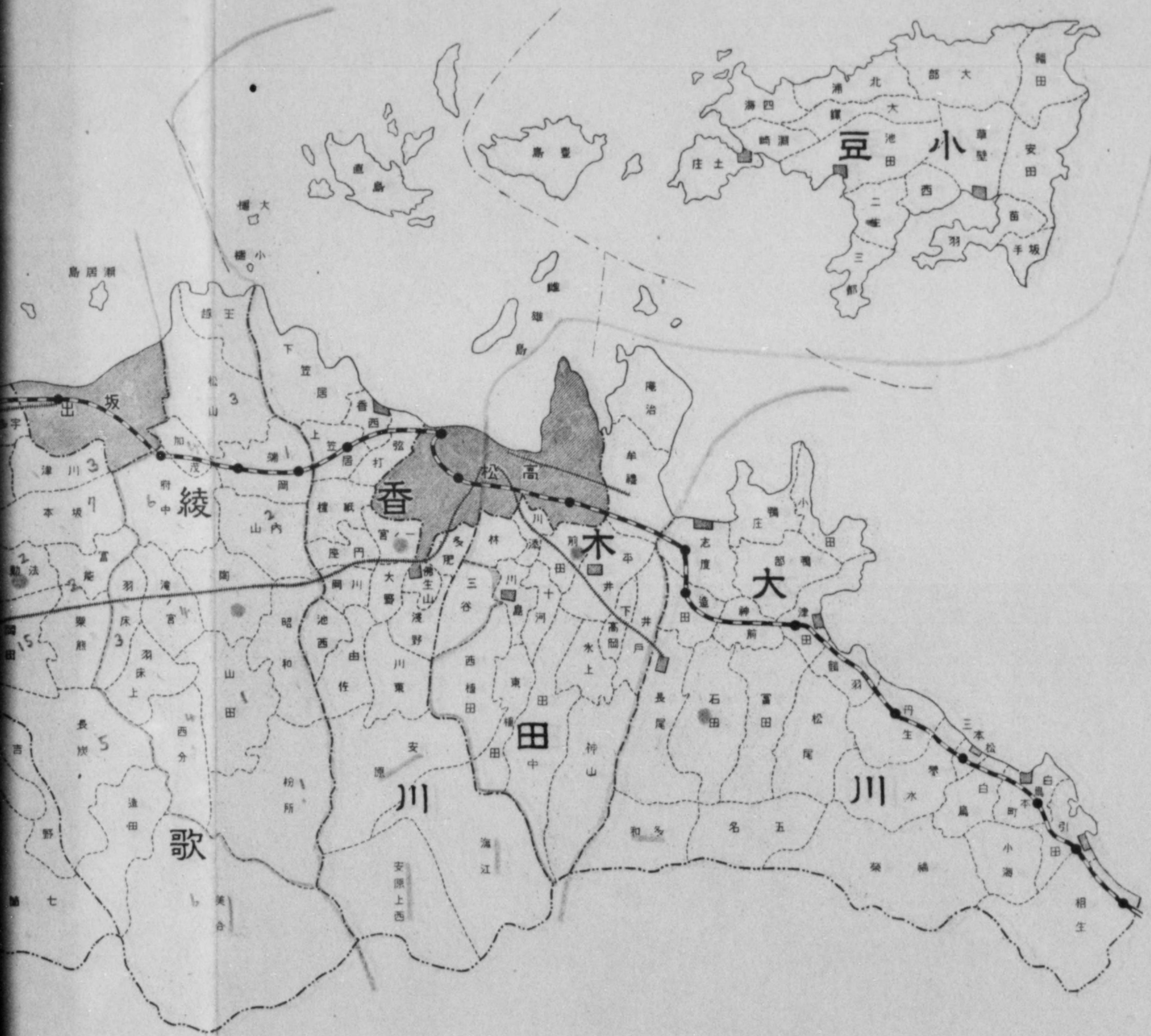
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服島

# 区域通学课程科

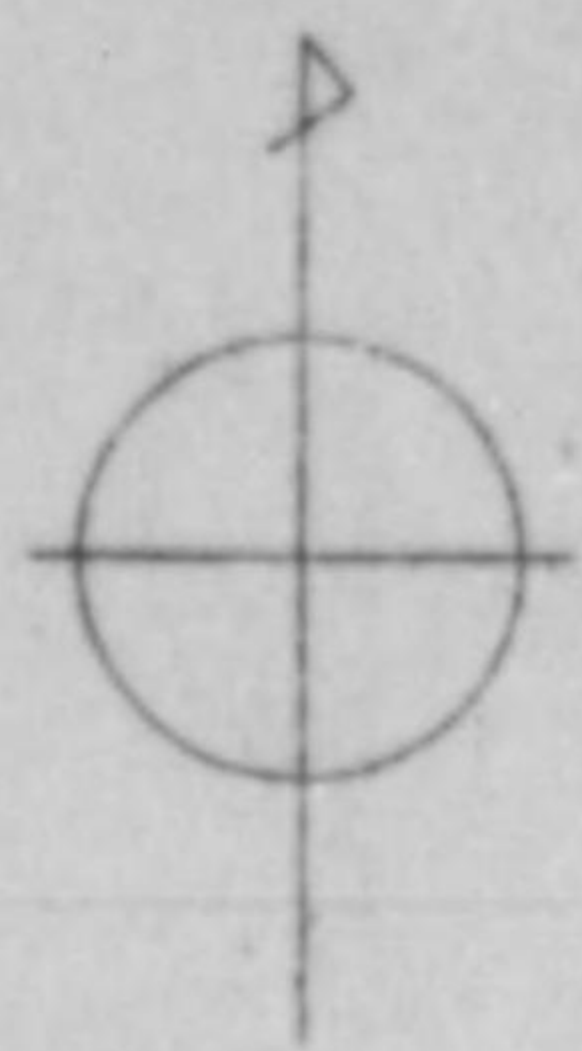
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香川縣水産課

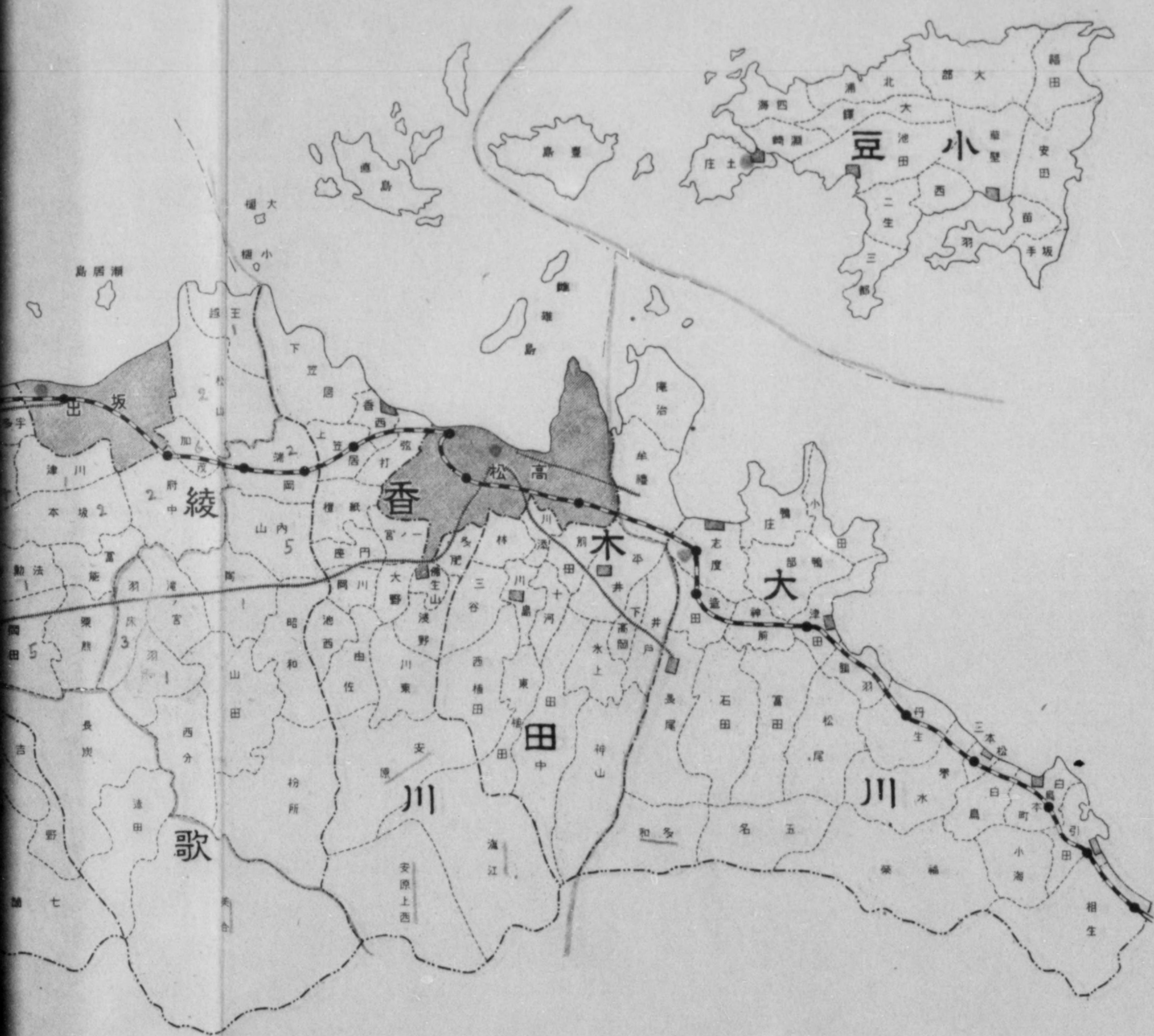
# 商業科課程通學區域

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# 課程通學區域

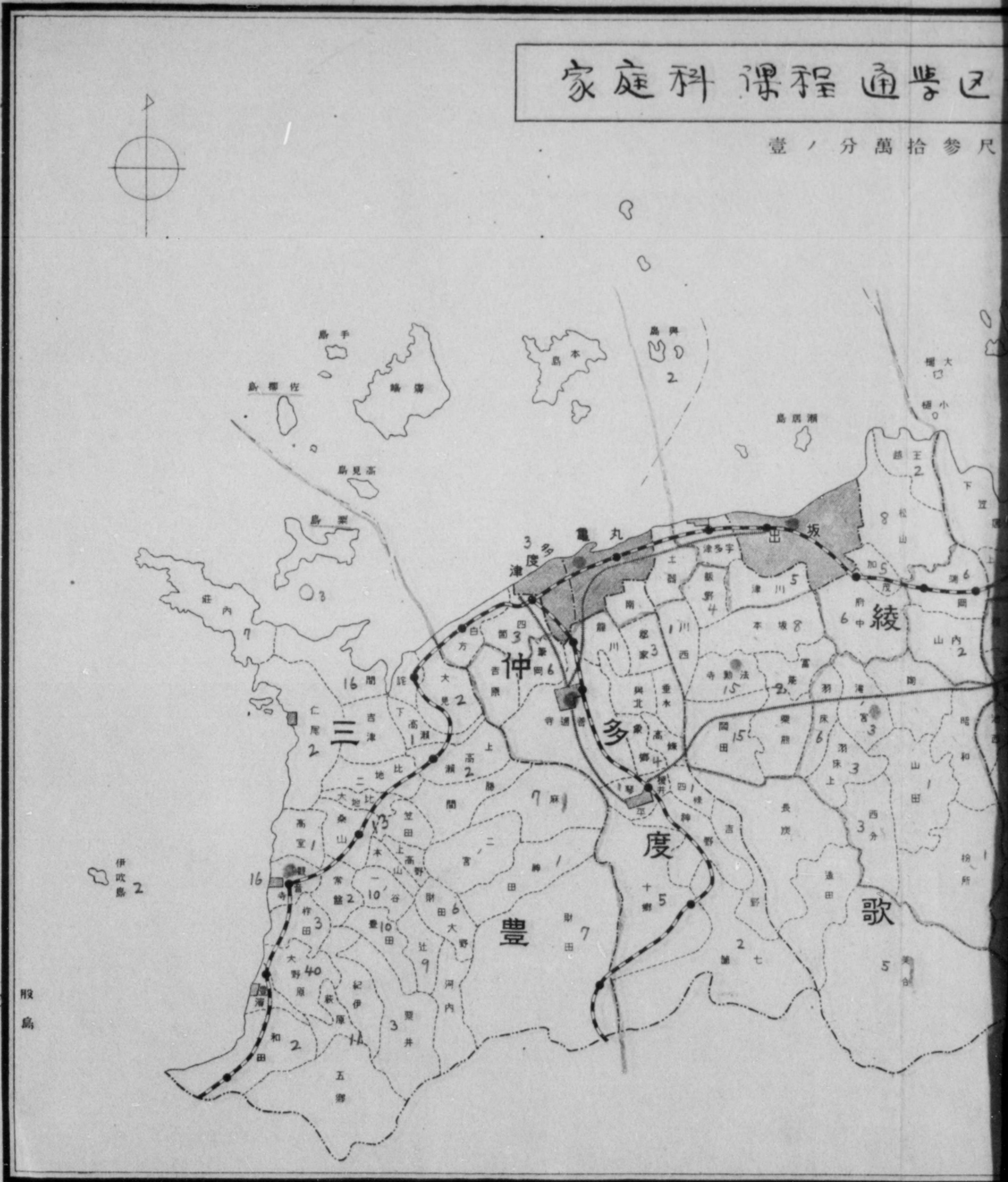
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香川縣水産課

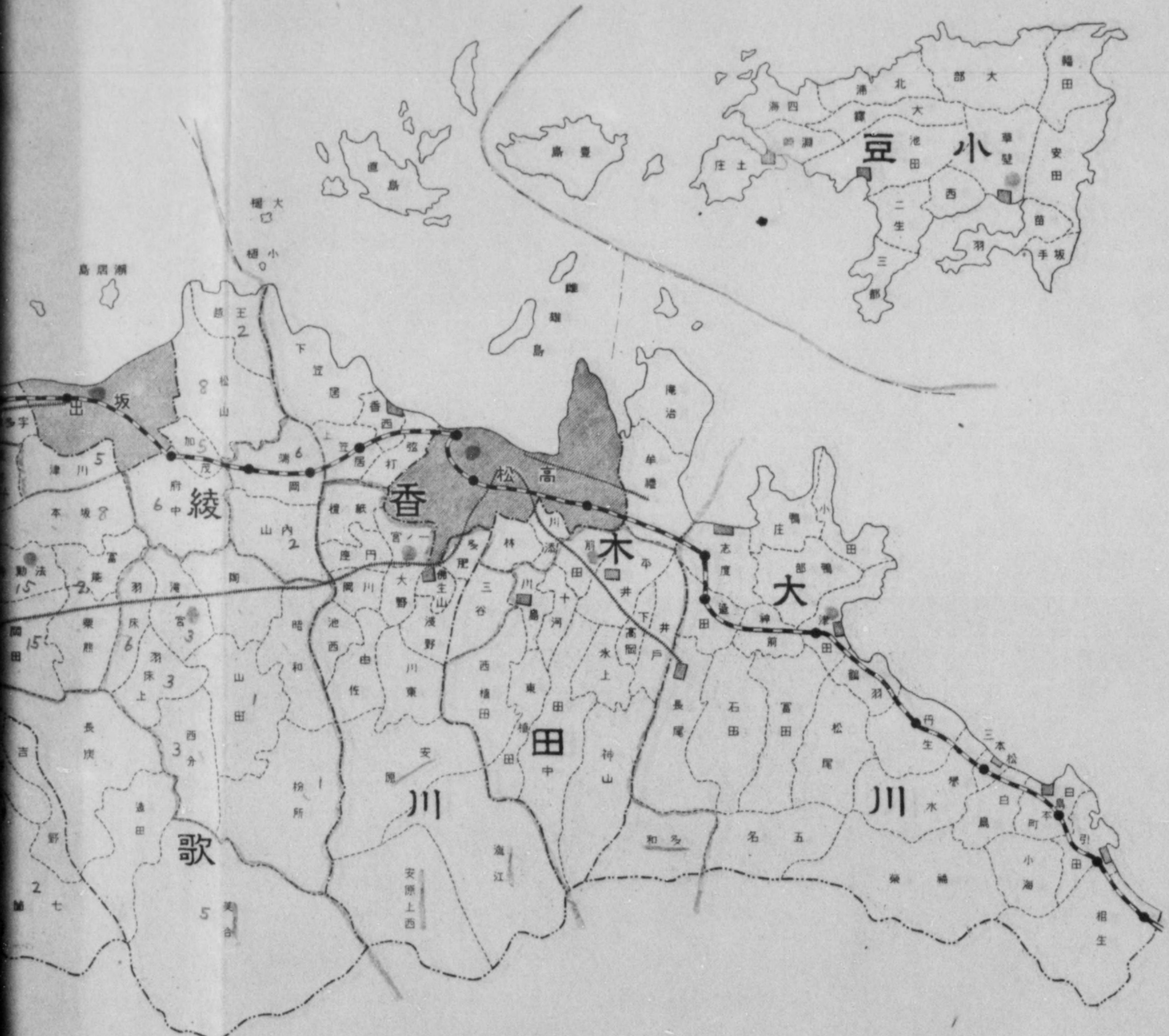
# 家庭科 课程 通学 区

壹ノ分萬拾參尺



# 課程通學區域

縮尺參拾萬分一



香川縣水産課

NAME	校名	SITE	所在地
MUROTO MARINE U.S.S.	室戸岬水産高等学校	MUROTO-MISAKI PREP.	室戸岬
MUROTO U.S.S.	室戸高等学校	MUROTO-CHO PREP.	室戸町
AKI U.S.S.	安芸高等学校	AKI-CHO KOCH	安芸町
SHIROYAMA U.S.S.	城山高等学校	AKAOKA-CHO KOCH	赤岡町
YAMADA U.S.S.	山田高等学校	YAMADA-CHO KOCH	山田町
KOCHI AGRICULTURAL U.S.S.	高知農業高等学校	NAGAOKA-MURA KOCH	長岡村
KOCHI OTEMAE U.S.S.	高知追分前高等学校	KOCHI-SHI PREP.	高知市
KOCHI MARUNOUCHI U.S.S.	高知丸の内高等学校	KOCHI-SHI PREP.	高知市
KOCHI OND U.S.S.	高知小津高等学校	KOCHI-SHI PREP.	高知市
KOCHI COMMERCIAL U.S.S. (MUNICIPAL)	高知商業高等学校(市立)	KOCHI-SHI PREP.	高知市
KOCHI TECHNICAL U.S.S.	高知工業高等学校	KOCHI-SHI PREP.	高知市
HIROOKA AGRICULTURAL U.S.S.	弘岡農林業高等学校	HIROOKA-SHI MURA KOCH	弘岡下村

PUBLIC

公立

SITE	COURSE	FOR MALE OR FEMALE
S.S. MURATO-CHO KOCHI PREF. 室戸岬所 所在地 学校	FISHERIES 漁業科 水産科	CO-EDUCATION BUT NO FEMALE AT PRESENT (男) (女) ( )内本年度希望者为
S. MUKOTO-CHO KOCHI PREF. 室戸岬	ACADEMIC ONLY 普通科	CO-EDUCATION 男 女
S. AKI-CHO KOCHI PREF. 安芸所	ACADEMIC ONLY 普通科 HOME-MAKING 家庭科	CO-EDUCATION 男 女
S. AKAOKA-CHO KOCHI PREF. 赤岡所	ACADEMIC ONLY 普通科	CO-EDUCATION 男 女
S. YAMADA-CHO KOCHI PREF. 山田所	ACADEMIC ONLY 普通科	CO-EDUCATION 男 女
U.S.S. NAGAOKA-MURA KOCHI PREF. 長岡村	AGRICULTURE 農学科	CO-EDUCATION 男 女
S.S. KOCHI-SHI PREF. 高知市	ACADEMIC ONLY 普通科 HOME-MAKING 家庭科	CO-EDUCATION 男 女
S. KOCHI-SHI PREF. 高知市	ACADEMIC ONLY 普通科	CO-EDUCATION 男 女
U.S.S. KOCHI-SHI PREF. 高知市	COMMERCE 商業科	CO-EDUCATION BUT NO FEMALE AT PRESENT (男) (女)
U.S.S. KOCHI-SHI PREF. 高知市	INDUSTRY 工業科	CO-EDUCATION BUT NO FEMALE AT PRESENT (男) (女)
U.S.S. HIROOKA SHIMONO- MURA KOCHI PREF. 弘岡下村	AGRICULTURE 農学科	CO-EDUCATION 男 女



私立 PRIVATE		
高知工業高等學校	KOCHI TECHNICAL U.S.S.	KOCHI-SHI 高知市
弘園農林高等學校	HIROKA AGRICULTURAL U.S.S.	HIROKA SHIMONAKURA Kochi Pref 弘園町
高岡高等學校	TAKAKA U.S.S.	TAKAKA-CHO Kochi Pref. 高岡町
佐川高等學校	SAKAWA U.S.S.	SAKAWA-CHO Kochi Pref 佐川町
須崎高等學校	SUSAKI U.S.S.	SUSAKI-CHO Kochi Pref 須崎町
須崎工業高等學校	SUSAKI TECHNICAL U.S.S.	SUSAKI-CHO Kochi Pref 須崎町
檜原高等學校	YOSHIHARA U.S.S.	YOSHIHARA-MURA Kochi Pref 檜原村
窪川高等學校	KUBOKAWA U.S.S.	KUBOKAWA-CHO Kochi Pref 窪川町
中村高等學校	NAKAMURA U.S.S.	NAKAMURA-CHO Kochi Pref 中村町
幡多農林高等學校	HATA AGRICULTURAL U.S.S.	NAKAMURA-CHO Kochi Pref 中村町
宿毛高等學校	SURUMOTO U.S.S.	SURUMOTO-CHO Kochi Pref 宿毛町
清水高等學校	SHIMIZU U.S.S.	SHIMIZU-CHO Kochi Pref 清水町
土佐高等學校	TOSHA U.S.S.	KOCHI-SHI 高知市
土佐第一高等學校	TOSHA FIRST U.S.S.	KOCHI-SHI 高知市
城東高等學校	JOTo U.S.S.	KOCHI-SHI 高知市

U.S.S.	KOCHI-SHI 高知市	KOCHI PREF.	INDUSTRY 工業科	CO-EDUCATION BUT NO FEMALE AT PRESENT (女) FEMALE AT PRESENT #
A-U.S.S.	HIRAKA SHIMONO-MURA 弘岡市村	KOCHI PREF.	AGRICULTURE 農業科	CO-EDUCATION
	TAKAKA-CHO 高岡所	KOCHI PREF.	ACADEMIC ONLY 普通科	CO-EDUCATION
	SAKAWA-CHO 佐川所	KOCHI PREF.	ACADEMIC ONLY 普通科	CO-EDUCATION
	SUSAKI-CHO 須崎所	KOCHI PREF.	ACADEMIC ONLY 普通科	CO-EDUCATION
U.S.S.	SUSAKI-CHO 須崎所	KOCHI PREF.	INDUSTRY 工業科	CO-EDUCATION BUT NO FEMALE AT PRESENT (女)
	YOSHARA-MURA 橋原村	KOCHI PREF.	ACADEMIC ONLY 普通科	CO-EDUCATION
	KUBOKAWA-CHO 窪川所	KOCHI PREF.	AGRICULTURE 農業科	CO-EDUCATION
	NAKAMURA-CHO 中村所	KOCHI PREF.	ACADEMIC ONLY 普通科	CO-EDUCATION
U.S.S.	NAKAMURA-CHO 中村所	KOCHI PREF.	AGRICULTURE 農業科	CO-EDUCATION
	SURUNO-CHO 宿毛所	KOCHI PREF.	HOME-MAKING 家庭科	CO-EDUCATION
	SITIMINO-CHO 清水所	KOCHI PREF.	ACADEMIC ONLY 普通科	CO-EDUCATION
	KOCHI-SHI 高知市	KOCHI PREF.	ACADEMIC ONLY 普通科	CO-EDUCATION
	KOCHI-SHI 高知市	KOCHI PREF.	ACADEMIC ONLY 普通科	FEMALE ONLY
	KOCHI-SHI 高知市	KOCHI PREF.	COMMERCE 商業科	CO-EDUCATION

F<sub>258</sub>

## Pre-registration in Tokushima-Ken

25 April 1950

by M. Wada

Translated by H. Seno

1. Administration Section and Guidance Section, Tokushima-Ken Board of Education said:

"On January 19, 1950 Mr. Hager, Chief of Education Section, SCAR, told to principals of U.S.S. about Pre-registration at the conference. On January 25, 1950, Guidance Section reported to each principal of U.S.S. in Kagawa Prefecture on Pre-registration and printed the material, which was, suggested by Mr. Hager and sent it out to them. After making Pre-registration Program, each upper secondary school explained to each lower secondary school in the school district about the credit units in details until around February 10, 1950.

On February 27, and 28, 1950, all the students who want to enter U.S.S. were tested. The result of it were reported to each lower secondary school. Each lower secondary school sent the applications to each upper secondary school during March 13 and March 22 1950. (Application was filled with the details, of the result of achievement test, the marks during the period at lower secondary school, personal ability, civic ability, development of professional ability, physical growth.) Referring to this report, the upper secondary school decided the new comers and announced the names of the new comers on March 30, 1950. After wards, the upper secondary school gathered the new comers and the teachers to let them register the elective subjects. According to this registration, the teachers and rooms were allotted. Time-table was made out. It seemed that lessons were given at each school on the opening day.

As it is not long, after the opening day, we (secretariat) have not received any information on pre-registration yet from each school. We will report to each upper secondary school principal to submit their reports on Pre-registration system until principal's conference to be held on April 15, 1950.

Pre-registration system was the first experience to us. Each school acknowledged it very effective after carrying it over with their own scheme and judgements. Because they could get a good result, saving the period of one week or three weeks at the beginning of the new school term and the students could get the units as they wished."

2. Pre-registration at the Tomioka Nishi Upper Secondary School, Tomioka-cho, Naka-gun

HEADQUARTERS KOCHI MILITARY GOVERNMENT TEAM  
APO 1050

SUBJECT: Orders

23 June 1948.

TO : Pfc William A. Burlingame CE 12245004

1. You are directed to proceed as courier to Hq Shikoku Military Government Region APO 1050 on 24 June 48 for period of one (1) day. Upon compl you will ret present sta. TDN: Tvl by rail and govt mtr T auth. No per diem. A copy of this order will be presented to RTO clerk for issue of necessary ticket. Auth Sec 1, Cir 185, Hq Eighth Army 15 Nov 47.

BY ORDER OF LT COLONEL AXELSON:

*C. H. Erskine*  
C. H. ERSKINE  
Major CMP  
Adjutant

## DISTRIBUTION:

3 indvl concerned  
1 file

I (Wada) heard from the Secretariat that this school is one of the most earnest upper secondary schools on pre-registration in Tokushima. I visited the school on April 13, 1950. The principal, the head teacher played the main role and two other teachers worked as his assistants. Long before they heard of pre-registration system they had known the necessity of pre-registration. Since around January 20, 1950 many teachers visited the lower secondary schools in the school district to explain the units and courses. The materials, Mr. Hager suggested were very useful. They printed the following prints and explained it to them at that time.

- a. New Upper Secondary School Curriculum Guide  
(Guide of the units and how to get them)
- b. Explanation of liaison between Lower Secondary School and Upper Secondary School  
(Explanation for the teachers and students of lower secondary school)
- c. List of each course of required subjects and elective subjects for the 1st year grade
- d. List of each course for three years on required subjects and elective subjects.

After these explanations, the applicants submitted 3 years' pre-registration as of around February 21, 1950.

On February 27, and 28, 1950, the test was carried out for them throughout the prefecture. On these day, the school authorities explained more particularly about pre-registration to the lower secondary school people who could not yet fully understand it and let them submit the papers. Anyway, after the test, the school authorities could find out all status of the elective subjects, applied. They investigated each subject, decided the subjects, after deliberating on number of teachers, number of hours etc. The subjects which had too many applicants were picked up and consulted by the applicants and the school authorities, and amended without any trouble.

They let the 203 applicants take up the required subjects first, and their semi-required subjects, except 2 or 3 applicants who made special choice. The final decision for elective subjects was made on April 7, 1950 (opening ceremony day) in the afternoon. As they made preliminary investigation fully, they could adjust the subjects without changing so much the desires of applicants, getting about 55 applicants per one subjects. Allocation of rooms was finished on this same day (April 7) Each teacher could get his own class-room. Working hours of a teacher was decided to be 20 hours in average.

HEADQUARTERS KOCHI MILITARY GOVERNMENT TEAM  
APO 1050

SUBJECT: Orders

22 June 1948.

TO : Pfc Harold A. Lederer Inf 17178879

1. You are directed to proceed as courier to Hq Shikoku Military Government Region APO 1050 on 23 June 48 for period of one (1) day. Upon compl you will ret present sta. TDN: Tvl by rail and govt mtr T auth. No per diem. A copy of this order will be presented to RTO clerk for issue of necessary ticket. Auth Sec 1, Cir 185, Hq Eighth Army 15 Nov 47.

BY ORDER OF LT COLONEL AXELSON:

*C. H. Erskine*  
C. H. ERSKINE  
Major CMP  
Adjutant

## DISTRIBUTION:

3 indvl concerned  
1 file

Entrance ceremony was held on 7 April. Opening ceremony was held on April 8. On April 10 (Monday) lesson was given following the timetable.

On April 13, 1950, when I visited, they had lesson at school as usual. But I saw several students playing here and there in the school. I asked them what they were doing. They said they had nothing to do until the next period. I asked them again why did they not go to the school library for study. They answered the school library was not yet well arranged, still closed. The school authorities said that pre-registration system was successful though it was their first try-out. Thinking of this experience, they intend to start it from December in the next year.

3. The pre-registration at the Waki-machi Upper Secondary School, Mima-gun

a. I visited this school, for I heard that they earnestly worked for pre-registration. First, I visited the Waki-machi Lower Secondary School, a school in the school-district of the Waki-machi Upper Secondary School, and asked them how the pre-registration system had worked for them. On March 6, 1950, the Waki-machi Upper Secondary School gathered the principal and the teacher in charge of the students who were graduating from the school of each lower secondary school. They attended the conference where they got some hints of guidance on electing and getting the units for the applicants. Then the upper secondary school authorities requested them to convene the students and parents to school to have a conference on some day when the upper secondary school authorities would have liked to explain further on pre-registration system. However they had no such conference, for they, the lower secondary authorities were very busy in those days. As the teacher in charge well understood the real ability of each student, they gave chance of consultation to each student, and finished pre-registration by March 20, 1950.

b. On pre-registration at the Waki-machi Upper Secondary School on January 25, 1950; they got a instruction on pre-registration from Guidance Section at the Upper Secondary School Principals' Conference. They made a plan for it and printed one pamphlet titled "Curriculum at upper secondary school" The contents are:

1. Target of upper secondary school
2. Elective subjects and required subjects
3. Unit system
4. Subjects and number of the units
5. Graduation, promotion and the units
6. Guide for electing subjects
7. Concrete examples

These items were kindly explained in a easy way. On March 6, they gathered the principals and the concerned teachers of the lower secondary schools to the school and handed the above mentioned

HEADQUARTERS  
KOCHI CIVIL AFFAIRS TEAM  
INTER-OFFICE MEMORANDUM

SUBJECT: Field Trip Coverage Report, 18 July to 23 July 1949.

TO : Executive Officer

FROM : Welfare Officer

During week of 18 July to 23 July 1949 following offices were visited by personnel from this Section.

Towns and Villages

Okuchi-mura  
Okinoshima-mura

Guns

Hata-gun  
"

*George Yamashita*  
ROBERT T. WILSON

*fr* 1st. Lt. FA  
Welfare Officer



pamphlets, explained on the course and the units. Afterwards, teachers went to each lower secondary school, had an interview with each applicant's parents, teacher to consult on courses and the units. The students were not left alone to select the subjects freely, but took parent's wishes and student's ability into consideration. Thus, pre-registration was finished on March 20, 1950. They collected and arranged them for one week. Time-table was made up in summary.

On March 30, 1950, the names of the new-comers were announced. (250 for the 1st year grade) On April 1, they gathered the new comers and their parents to school and explained the courses and the units. It gave a chance of amending their registration. From April 11, the school was opened. They found many points to be amended yet. They said that they might spend this week for changing or amending registration.

Consequently, when I (Wada) visited class-rooms, each class-room had a period for orientation, but no lesson yet. I heard that this school was very earnest for pre-registration, but they had no lesson at school yet. So I guessed no other school is better than this school.

#### 4. Ikeda Upper Secondary School, Miyoshi-gun

They heard of pre-registration from Guidance Section. They printed the following prints:

- a. Guide of elective subjects
- b. Guide for elective subjects for each course

The teachers visited the lower secondary schools in the school district from the beginning of February and explained on the subjects and units in details. They asked the teachers in charge to help the students for pre-registration after fully consulting with the students and parents.

In the afternoon February 28, 1950, after finishing the test, they repeated to explain on the subjects and the units to all the applicants, and told them to present their list of subjects as of March 10, 1950. Most of them finished it as they were told. However, the teachers were not transferred yet. From this April, this school had the courses increased of Commerce and Home-making besides General education and Agricultural course. The new teachers were not be transferred yet, so they were very distressed in allocating teachers for the subjects. They went to the secretariat and told them about it, but the new teachers ~~were~~ not be appointed so soon. Therefore, the time-table could not fix up. There was doubt whether the students could select the subjects as they had just wished or not.

HEADQUARTERS  
SHIKOKU MILITARY GOVERNMENT REGION  
APO 1050

Takamatsu, Shikoku  
12 April 1948

DAILY BULLETIN)  
NUMBER 13)

1. Headquarters Detail: Following officers are **OD** on dates indicated:

Lt Roy THORSTENSEN 0830 12 Apr to 0830 13 Apr PHONE: 4224  
Capt J A GEYER 0830 13 Apr to 0830 14 Apr PHONE: 4214  
Lt Leland J DALY 0830 14 Apr to 0830 15 Apr PHONE: 4224  
Capt Wm HEINEN 0830 15 Apr to 0830 16 Apr PHONE: 4217

2. Breakage Allowance:

The contents of Supply Memo Number 2, this headquarters, dated 9 Apr 48, will be brought to the attention of all interested personnel without delay.

3. Immunizations:

All military personnel, DAC's, and dependents (over one year of age) are required to have smallpox and typhoid immunizations on or about 1 May unless received within the past six months or medically contraindicated. For those in Takamatsu, the dispensary will be open for this purpose from 0900 to 1130 hours on Wednesday the 14, 21 and 28 of April and 5 May.

4. Cigarette Ration:

Commencing 26 April, all tobacco ration card holders are authorized one extra carton of cigarettes per month. The last punch of the month on the card will be used for the additional carton. Back rations will not be permitted.

BY ORDER OF COLONEL COUGHLIN:

JOHN E. MIKKELSEN  
1st Lt. Infantry  
Adjutant

OFFICIAL:

*John E. Mikkelsen*  
JOHN E. MIKKELSEN  
1st Lt Infantry  
Adjutant

DISTRIBUTION:

5 Ea Tm  
1 Mess B/B  
1 OD B/B  
1 CIC

INFORMATION

1. MOVIES: Takamatsu, Chiyoda Lounge, "Foxes of Harrow" Rex Harrison and Lauren O'Hara, 1600 hours, Monday, 12 April 1948.

Around March 20, 1950 the teachers were newly appointed so that they could arrange the time-table. On April 10, the final decision was mostly made. Most applicants could get the subjects as they first wanted except a few applicants ~~got~~.

Opening ceremony was held on April 11, 1950. Home-rooms were organized and club activities were explained to be selected. It is expected that lesson shall be given from April 15, 1950. Anyway, the school authorities told me that pre-registration helped them save time of not a few days, after fully studied on the time-table, allocation of teachers, and on the subjects. I could not see any class in session on that day, I visited, but I found that the time-table, and allocation of rooms already finished.

ORIGINATOR

*Seno*

BY ORDER OF THE DIRECTOR OF THE BUREAU OF INVESTIGATION

Special Agent in Charge  
U. S. DEPARTMENT OF JUSTICE  
WASHINGTON, D. C.

RECEIVED: [illegible]

APR 11 1950

U. S. DEPARTMENT OF JUSTICE

HEADQUARTERS  
KOCHI MILITARY GOVERNMENT TEAM  
APO 1050

Kochi, Shikoku  
31 August 1948

SUBJECT: Travel Order

TO : Sgt Ian Smart, BCCF, This Headquarters.

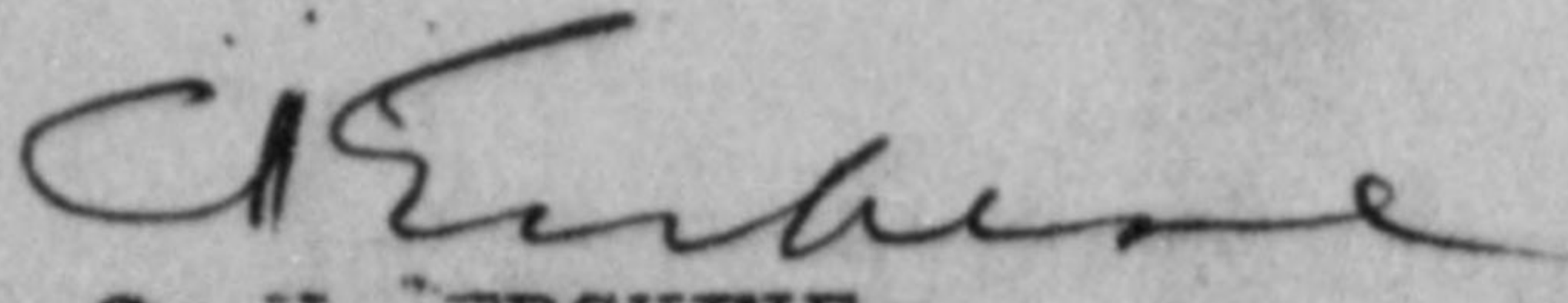
You are directed to proceed from Kochi, Shikoku, to  
Kure, Honshu, Japan. o/a 1 Sept 1948

on temporary duty for the purpose of carrying out instructions of Commanding Officer, Kochi Military Government Team, APO 1050. Upon completion of duty, ~~return to proper organization~~ Tvl by govt mtr and/or rail auth. TDN. A copy of this tvl order will be presented to RTO Clerk for issuance of necessary ticket. Auth: Sec 1, Cir 185, Eighth Army, dtd 15 Nov 47.

BY ORDER OF LIEUTENANT COLONEL AXELSON:

C. H. ERSKINE  
Major, CMP  
Adjutant

OFFICIAL:

  
C. H. ERSKINE  
Major, CMP  
Adjutant

DISTRIBUTION:

4 - personnel concerned  
1 - file