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HOME PROJECT PLANNING IN VOCATIONAL AGRICULTURE

Home project planning can be one of the most valuable and instructive activities in which students of vocational agriculture engage. Supervised farming programs (home project method) often fail because definite and complete plans have not been worked out for each and every productive enterprise. A student without such a guide is likely to be as aimless in direction as a mariner without a compass. Many times during the production cycle involved in developing a home project the student and the instructor will each have occasion to refer to a carefully developed plan which was worked out before the actual start of the project. Each student contemplating the development of a home project should first prepare a plan in writing. After the final draft has been approved by the instructor, two copies should be made. One copy should be taken home, where it is readily accessible for the student to follow; the other copy should be transcribed neatly into the project record book for use in the classroom.

The writing of the actual jobs involved in the home project, such as feeding, management, breeding, etc., should be developed in an outline form in a very complete, logical and concise manner, setting forth rations and management practices the student expects to follow. This planning is very important, in order that the student may solve problems and the needs for materials and facilities and further that the student may quickly and easily refer to the initial plan for guidance. Plans written in story form require too much searching for vital items and thus important material is often overlooked at the time the job is to be performed.

Other important considerations in project planning and writing are as follows:

1. The instructor whould allow several days each month for individual and group study in developing plans for enterprises composing the home project program of each student.

2. It is important that jobs within the production cycle be planned and written considerably in advance of the actual performance of the job in order that the operation by properly executed by the student.

3. The instructor should have on hand, carefully selected bulletins, texts, and other reference materials relating as closely as possible to the agricultural problems of the local community for use by the students in studying and planning the practices he is to follow. In using the home project method the instructor will find an increasing need for a classroom library on agricultural subjects, as no single text will even approach the reference needs of the students interested in a wide variety of home project activities. This library should contain complete sets of the series of extension manuals

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4. The student, in writing his home project plan, should be instructed to cover the first fourteen points of the following plan as soon as definite project decisions have been made by the students. A general outline would also be written for item 15 plan before the start of the projest but the more specific jobs under Item 15 of the plan can be written month by month during the school year. The instructor should make certain however that the necessary study plan and writing of each job is completed well shead of the time the student will be called upon to perfohm the job in his home project.

An example of the project plan, as developed by a student carrying a project in Sheep Production, follows. The instructor should continuously encourage and direct the student toward developing sound, complete and adequate plans. There is no better opportunity afforded for training in Farm Management than that provided through good project planning. The following plan sets forth the general outline topics to be followed by all students carrying any type of home project and then illustrates the development of each point as it might be written by a boy with a Sheep Production project.

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PRE-PROJECT PLANNING - SHEEP PRODUCTION

General Outline Topics

1. Name of Enterprise:

Sheep production - Ewe and Lamb Project

2. Size or Scope of the Project:

I plan to by two good quality Corriedale ewes, two years of age

3. Reason for Choosing This Project:

I have hoped for sometime to some day own a small flock of sheep myself. We have sufficient pasture here at home and the necessary facilities for carrying on this enterprise. The climate of our native land is fit for sheep raising, and sheep industry is very promising in Japan.

4. Where Is the Project to Be:

Formerly my father had kept many hens and we have a pretty large chicken house. At present we are not using the house and I have talked it over with my father and he says I may use it for my sheep enterprise.

5. Where to Secure the Animals:

I have decided to visit the farms of several farmers who have been breeding sheep The vocational agriculture teacher and my father will help me select my ewes. for many years and have a well known reputation for keeping fine breeding stock.

6. When to Begin the Project:

I plan to by the ewes at the price ¥10,000 each on the 20th of August for the delivery the 1st of September.

7. Securing Feed:

I have talked with my father and he says he will sell me the feed I need at market prices on the farm. Mineral feeds will be the only item of feed I will need to buy and I plan to buy it through the good offices of Agricultural Cooperative Association. I will grow rye and clover on the lot of land [illegible] to rent from my father

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8. Labor:

I expect to do all the necessary labor myself throughout the year. I plan to walk back and forth to school each day. However, if I cannot take care of the project on certain occasions my father has agreed to do so.

9. Team and Tools or Machinery:

I will reconstruct the chicken house so that it may become a fit house for my ewes, and provide necessary equipment. My father has agreed to buy all the necessary lumber and to let me use his tools including the use of grinder.

10. Marketing:

We plan to market our lambs through the Cooperative Association which we have formed here at school and sell them to a buyer who will pay us above market price.

11. Rental, Share or Trade Agreements:

I will rent two tans of hillside pasture from my father and pay ¥ 300 per Year for the land. I will grow rye and clover on the land. I shall receive all money from the project and will defray all after expenses myself.

12. Probable Returns from the Project:

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If my ewes bear 3 lambs I will save on ewe lamb and sell the other two. If they bear only two lambs I will save one lamb and sell the other. If they bear only two male lambs I will save one of them and sell the other. In the first case I hope to gain the profits of ¥14.000 or ¥11.000 or ¥8.000 according as the sold two lambs are both female, or one female and the other male, or both male. In the second case I hope to get the profits of ¥7.000 or ¥4.000 according as the sold lamb is female or male. In the third case, I will gain the profits of ¥4.000. Thus the profits raised from selling lambs will be ¥14.000, ¥11.000, ¥8.000, ¥7.000, or ¥4.000. This money I will use for paying the debts owing to my father. I also hope to get 9.6 pounds of wool from each of my ewes, from which I expect to get the profits of ¥10.000. Of this money a half is to be used for paying the debts, and the other half for buying feed-stuff and other necessary materials. Thus in the first year I can pay my father ¥19.000, ¥15.000, ¥13.000, ¥12.000, or ¥9.000.

I expect to keep my ewe lambs for breeding stock and at sometime in the future have a flock of 10 breeding ewes. I will keep a good set of records so I can be sure this enterprise is paying me.

13. Financing the Project:

I told my father regarding this project, and he has agreed to land me ¥25,000 at 6% interest as the fund to start the project, of which sum I will use ¥20.000 for buying two ewes and the remaining ¥5.000 for buying feed-stuff and other necessary materials. I hope to pay the debt in the course of two years.

14. Prospect of My Project:

At the end of the first year I will have three ewes or two ewes and one male lamb, bearing the burden of debts from ¥6,000 at most to ¥6.000 at the least. At the end of the second year I will have four ewes or four ewes and a ram after paying all the debts. At the end of third year I will get fair profits by owning six or seven ewes and a ram.

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Job Breakdown

Job	Procedures and Practices
1. Determining Whether to Raise Sheep	I plan to raise sheep as a part of my supervised farming program because: 1. Sheep industry is very promising in our country. 2. We are near a good market 3. Our farm is well suited because of range, feed, shelter and equipment. 4. I am interested in sheep as well as my parents. 5. Sheep provide two valuable crops each year, namely mutton and wool.
2. Selecting Breeding Ewes	My breeding ewes will be selected on the following points: 1. Breed, Corriedale 2. Age, two years old. Good mouths 3. Heavy mutton type, compact, wide level back, a deep, full rib, thick things, smooth shoulder and fullness of outline. 4. Wool, compact, medium wool, good quality 5. Udders, sound in both quarters, pliable udder, two teats present 6. Ewes in good thrifty condition, vigorous, active, free from defects.
3. Buying the Ewes	The ewes will be purchased from farmers in neighborhood who are noted for their keeping fine breeding stock. I will proceed as follows 1. Have Vocational Agriculture teacher and my father help to examine ewe flock, mouth ewes and check udders for soundness and check the quality of wool. 2. I expect to buy the ewes for ¥10,000 per

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1. Have Vocational Agriculture teacher and my father help to examine ewe flock, mouth ewes and check udders for soundness and check the quality of wool.
2. I expect to buy the ewes for ¥10,000 per head or less
3. We will bring the ewes home in our trailer

4. Feeding the Ewes Before Breeding

I plan to feed the ewes a flusing ration to condition them for breeding. The mixture is composed of:
Oats - 1 part; Bran - 1 part; Corn - part
I will feed ½ lb. of the above ration per head daily for one month before breeding. In grazing seasons the ewes are to be fed with green rye, clover, and the like. Salt and mineral will be before them, free choice. Also a supply of fresh water before ewes at all times.

5. Providing Housing and Equipment

My plan for providing the necessary shelter and equipment is as follows:
1. I will use a part of the old poultry house and make a room of 4 tsubo for shelter. Panels will be made from old lumber on the farm. I will attach an exercise ground of about 20 tsubo to the peh. I will build a fence around the gound.
2. I will build in Vocational Agriculture Farm shop a feed trough 4 feet long, filth proof. One mineral self feeder to hold 10 lbs. Equipment plans are in the Vocational Agriculture Dept.

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Job	Procedures and Practices
Breeding the Ewes	It is my intention to begin the breeding in October. Other important considerations are: 1. Breed ewes for early lambing in March 2. Clop wool from around dock of ewes 3. For breeding purpose, I will put my ewes under the charge of farmer A for sometime, who keeps a ram of good quality, and ask him to make sure of breeding 4. I will record breeding date of each ewe. 5. Gestation period is 143-151 days of five months. Time between heat periods 14-18 days. Length of heat period 1-3 days.
Feeding the Bred Ewes	I plan to feed the ewes in such a manner so as to insure storong vigorous lambs at birth. Rations are as follows: 1. Green rye, clover, sweet potato vines, etc. 2. When ewes are in dry lot I will feed two pounds of silage and two pounds clover hay per day per head. 3. Six weeks before lambing I will feed 1lb of oats daily per head. 4. Trinity mineral mix and salt free choice. Mineral composed of [illegible] limestone 4 lbs

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4. Trinity mineral mix and salt free choice. Mineral composed of
   limestone 4 lbs
   Bone Meal 4 lbs
   Salt 2 lbs
   10 lbs
5. If our clover does not last, I will feed silage 2 lbs and prairie hay 2 lbs daily per head ¼ lb of soybean meal or rice-bran or wheat-bran per head per day. Balance of ration to remain the same.

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...nt Ewes

Since success is dependent upon good care and management I will carry out the following practices carefully:

1. Keep ewes exercising at least one half mile daily, for at least two months before lambing time
2. Keep ewes outside in dry weather. Under open shed during wet weather to avoid ewes getting warmer and developing colds
3. Ewes will not be permitted to jump over obstacles such as high barn door sills.
4. Ewes will not be rushed through narrow alleys or gates
5. To maintain wool quality ewes will be kept from old stock bottoms, barbed wire and burrs.
6. Ewes will be penned at night in a dog proof enclosure

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Job	Procedures and Practices
9. Controlling Diseases and Parasites	The most common parasit which I must guard against are: 1. Interned parasites a. Stomach worms - Controlled as required by one treatment of phenothiozine in capsule form 15 grams. Feed and water before and after b. Liver fluke - Controlled by one treatment in capsule form 1 c.c of carbon tetrachloride. Festing not necessary 2. External parasites a. Sheep tick - (Occur in wool and on the skin) Controlled by dipping twice in fall and spring with 5% Rotonone in 100 gallons water at 24-25 hours in intervals. Keep quarters clean Use new bedding frequently. b. Biting sheep lice - Controlled by single application of sodium flouride or D.D.T. Rub.powder and dust to skin. Keep away from mucous membranes. c. Scab (common) on skin - Use lime and sulphur dip. d. Maggots - Clip wool on infected parts and apply to affected area. Watch sheep that scour. Keep tail clipped to prevent infestation. e. Pregnancy disease - Ewes are improved by drenching daily with one half tea cup of black

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d. Maggots - Clip wool on infected parts and apply to affected area. Watch sheep that scour. Keep tail clipped to prevent infestation.

e. Pregnancy disease - Ewes are improved by drenching daily with one half tea cup of black strap molasses or 4 oz. of sugar daily. Begin drenching as soon as symptoms appear. Continue until ewes are normal. Increase grain in ration.

10. Care of the Ewes and Lambs Before and After Lambing

I plan to care for both ewes and lambs carefully during this period to insure saving the ewes and all the lambs. I will carry out these practices:

1. Pen a pregnant ewe in a separate room with the space of one tsubo with clean bedding 3 days before lambing date. Keep her in sight of other ewes if possible.
2. Reduce feed 48 hours before lambing. Warm water before the ewe at all times
3. Clip tags from around udder to prevent lamb from sucking them. Use round pointed shears to prevent injury.
4. To prevent the udder from caking it may be necessary on heavy milking ewes to milk the ewe in the evening 2 or 3 days before lambing.
5. Assist ewe at lambing if needed according to plan outlined in class discussion. Clean ewe, clean hands, use vaseline and disinfectant.

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6. After ewe has dropped lamb remove any muscous or membrance from nose of lamb. Open teat canals of ewe by stroking teats until milk flow starts. Assist lamb to suck. If too weak, milk ewe's milk into container and feed with a bottle 1 oz. or less every two hours. Keep lamb warm.
7. If lamb is chilled
   a. Dip the lamb in water as hot as the hand will stand
   b. Place the lamb near stove in dry blanket
   c. It may be necessary to blow into mouth and nostrils of lamb to revive it at birth
8. If the ewe disowns her lamb, rub the ewe's milk on the nose of ewe and the lamb to get her to accept the lamb. Keep ewe and lamb separate in a small pen for several days. Tie ewe if necessary.
9. Watch lambs for turned under eye lids which cause sore eyes. Correct by taping eyelid to brow or by stitching through rim of eye lid and through brow to form a loop and tie.
10. Watch for constipation in lamb. Use one teaspoon of castor oil if needed.
11. No feed for ewe 24 hours after lambing. Then feed a handful of bran and clover hay. Water with chill removed before ewes at all times. Build up feed gradually after third day. Feed ewe same amounts as prior to lambing after third day. Increase as required to maintain ewes in good condition

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12. Turn ewes and lambs to green pasture as soon as possible. Feed hay of clover and Chinese milkvatch, silage and oats and bran until on pasture
13. Keep quarters clean and dry. Clean out feeders daily. Give refused feed to the cow kept by my father.

4. Castrating Lambs

If all the born lambs are male and I am to keep one of them, I will castrate the lamb at 10-15 days of age, other procedures are as follows:

1. Select warm bright day to castrate the lamb
2. Place in dry well bedded pen. Keep the lamb quiet before operating
3. Castrate according to class discussion and demonstration observed. Cut off 1/3 of scrotum, expose testicles with left hand, force them out holding with thumb and finger of right hand drawing them out with adhering cords.

   Wash wound with solution of creolin or lysol. Keep hands clean and disinfected
4. Check the lamb frequently for several days.

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12. Docking Lambs

I plan to dock lambs at 10-15 days of age Castration will be done first followed by docking in this manner:

1. Use a pair of docking pincers heated to a dull cherry red with charcoal fire. Remove tail one inch from body of lamb. Hot chisel prevents bleeding
2. My father or vocational agriculture teacher will hold the lambs. I will perform the operations

13. Feeding Lambs

Since I plan to have the lambs on the early June fat lamb market I will feed by using the rations and procedures outlined below:

1. Lambs will begin to eat at about one month of age. Lambs will be penned separate from monthers during the day in areas which provile good pasture grasses or good hay to encourge them to eat. They will be allowed to retam to the mother ewes each evening and thus gradually weaned.
2. Feed lambs hay twice daily if the pasture is not good. Refusal hay will be given the ewes each days.
3. After four weeks of the above outline gradual weaning the lambs can be permann Thy separater from mothers and allowed to get all food from pasture or regular hay ration.

14. Weaning Lambs

I will wean the lambs at 90-100 days of age by penning them in the room where ewes were confined while they were in lambing time

[illegible] lambs of good quality

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15. Selecting Ewe Lambs

I will select ewe lambs of good quality and type as outlined for selecting ewes. Selection of rugged, fast maturing females must be made to retain them in the flock.

16. Marketing Lambs

There are several other boys in our chapter carrying on ewe and lamb projects. We are all operating on the same schedule of breeding, feeding and management. We will, therefore, market the labms about June 10th cooperatively.
1. Lambs will be averaging 70-75 lbs. when sold
2. The Cooperative Association of the school will give us convenience in selling the lambs.

17. Shearing Ewes

My plans for shearing and care of the wool are:
1. Shear ewes May 20th
2. Follow the method of shearing proved best in the discussion and demonstration in school.
3. Shear when ewes are dry
4. Keep black wool, burry, cotted, chaffy, dead and wet and dirty locks separate. Shear on clean floor or canvas.
5. Epep wool in one blanket, fold the tie properly with paper twine, one strand around the bundle the other at night angle.

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6. Store in dry place away from mice or other rodents until chapter markers wool cooperatively at later date

18. Culling Ewes

I will always check my ewes and cull and sell ones of undesirable nature. As soon as these ewes have regained weight I will market them. In place of them, I will buy another ewes of good quality. The basis of culling ewes will be:

1. Non breeders
2. Poor milkers
3. Light shearers
4. Mothers of poor quality lambs
5. Ewes with defective udders

19. Prospect of My Project

In the next two years I want to attain two objectives with this project, namely:

1. To increase the number of ewes owned by me to more than four
2. To pay off my debts of ¥25.000 owing to my father ¥25.000

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265 F

Homemaking Education [redacted] Meeting, Kagawa

15 December, 1950
H. Seno

Date: December 14, 1950

Place: Kagawa Prefectural Public Hall (in the morning)
Autonomy Hall (in the afternoon)

Lecturer: Miss Williamson, CIE SCAP

Attendants: About 200 teachers in charge of homemaking at primary school, secondary school and Kagawa University.
Miss Watanabe, Teachers' Consultant in Charge of homemaking, Kagawa Board of Education

Opening: 0940

Miss Williamson made a speech on the Home-making education in America and the recent development of Homemaking education in Japan till 1120.

Question: 1. What is Home Project?

Answer: She briefly explained what Home Project is, and advised her to get a handbook of Home Project from Miss Watanabe, the teachers' consultant.

Question: 2. I am a teacher of a lower secondary school. Girl students have Homemaking Club, excluding boys. Can we have a club of boys and girls together? I am helping women's organizations and youth organizations too. Can I have students' clubs closely connected with women and youth organizations?

Answer: I think that will be fine. I know some examples of such clubs in America. However, only one adult leader or advisor is enough for a Homemaking Club. A Homemaking club is a students' club but not for adults. If adult people join the club, adult people apt to lead or control the students. It is not desirable.

Question: 3. A teacher stood up and questioned three questions.

a. Must we follow the plan of Ministry of Education in Lower Secondary School?
b. What is the best Homemaking program in lower secondary school?
c. I want to know your opinion about primary school Homemaking education.

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Answer: The plan of the Ministry of Education is just only a suggestive plan for you. Each school should make their own program to fill the needs of the community taking the plan of the Ministry of Education in as a reference. After two years, patterns will be completed. Then, you may wish to have more hours for clothing. I am sorry time is up. I can not answer for all of your questions.

The morning meeting was closed at 1130.

* * * * * * * *

[redacted] Conference in the Afternoon on December 14, 1950 at the Autonomy Hall, Kagawa

Attendants: About 40 representatives from primary school, secondary school and university.

Question 1. According to the plan of the Ministry of Education, General Homemaking Education is to be given during the first year and the second year, but if it is not sufficient, is it permissible to give it in the third year grade, too?

Answer: I do not like the word "permissible". Since the function is changed, now you need not ask to the Ministry of Education about. It is perfectly free in each local district. If it is for the improvement of students, it is perfectly all right.

Question 2. Can we change the units, too?

Answer: As to the units, I can not say anything. Because all the units all over the subjects might have been settled by the Ministry of Education.

Question 3. I want to hear your opinion of Homemaking education at primary school.

Answer: I have heard questions of primary school homemaking education at almost all prefectures throughout Japan. I think it is a big problem to you all. My opinion may not agree with you. Physical development of boys and girls is quite same until the 6th year grade, so, it is all right to give them the same subject under the same teacher at the same class room. As a result, Homemaking education should be given to boys as same as girls. Then, there is one

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problem; whether or not homemaking education is to be given by a special teacher.

Homemaking education may be given through every subject for instance, in the hour of mathematics, social study or handicraft. In the hour of mathematics, a pupil will go out for shopping and learn how much to pay for and at the same time he will get education of home life area. In social study hours, pupils can get home life education, too, how to play at home, how to cooperate with brothers. Homemaking education is not only for sewing and cooking, but for broader areas.

Then, when should we teach sewing? In United States, we used to teach sewing from the fifth year grade up to 1930, but now, we are not teaching sewing at primary school. We start it from the seventh year grade. We teach sewing a little at the seventh year grade and then a little more at the eighth year grade and at the ninth year grade.

At present, we are getting better result than before. It is a waste of time to teach them sewing while they are too young. Home life education on various problems of all phases should be given equally to boys and girls in the same class. It should be carried out by all the subjects. I am sorry to hear that some Homemaking teachers in primary schools are worrying about their dismissal if Homemaking education is abolished at primary school. Homemaking teachers at primary school should not be dismissed. They may stay at school in the name of handicraft teachers.

Question 4: In the States, how is cooking being given at lower secondary school? Boys do not like to learn cooking with girls.

Answer: I will show you a picture about it. (She took out a picture to circulate for perusal.) As you see, several boys of the 10th year grade are cooking. Boys and girls usually learn cooking separately. Whenever they learn cooking they learn table manner, too. Boys and girls have social hours together. (She took out the 2nd picture to circulate for perusal. Then, the 3rd picture of boys and girls, studying nutrition, to gether, then the 4th picture of boys and girls taking care of children.)

Question 5: How can we teach ethics and personality through homemaking?

Answer: We should not have special hours for ethics, but through all the subjects. Every one should perform because he judges it good, but not because to have been told to do so.

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Question 6: Please tell me about pattern project in lower secondary school.

Answer: I amazed to hear that Japanese girls have to have a great deal of hours to learn clothing. After they graduated from schools they usually go to dressmaking schools to learn sewing. I thought that teachers are very poor in teaching sewing at school. However, afterwords, I found it quite different with that of America. In America, we buy patterns and sew our dresses but Japanese have to make their patterns first. Furthermore, they have to sew both Kimono and foreign dresses. Japanese women can not use the patterns of American women. Mrs. Yamamoto, of the Ministry of Education measured twelve thousand students' dresses to make standard patterns, though, she found only four thousand patterns to be used. She made four standard patterns of brouse and skirts. She put them on many girl students. She intends to revive them. Mrs. Yamamoto is in the States now, to study Homemaking Program of America. She will be back in January in 1951, after three months' study in the United States.

Question 7: I want to know about Homemaking teachers' organizations in the United States.

Answer: In the United States, all teachers in upper and lower secondary schools and university meet all together. There is no distinction of importance among them. Teachers in upper secondary schools should know what are going on in lower secondary schools. Teachers in lower secondary schools think that they cannot teach students well unless they know about the Homemaking education in upper secondary school. All the homemaking teachers are closely coordinated and cooperated hand in hand.

Miss Watanabe (Teachers' consultant of Homemaking): We have just started to organize a big organization of homemaking teachers in Kagawa. When the inservice training course was held on the 10th of December, we talked about it and just started.

Question 8: Girl students are interested in making their own dresses, but not their mothers or brothers. How do you think about it?

Answer: It is human nature. 14 and 15 years of age are selfish age. So as a first principle, their interest is most important. If they can sew their own dresses well, they may be able to sew their mothers or brothers.

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Japanese students have to study sewing of kimono and foreign dressmaking. I am greatly surprised to see Japanese schools afford too much space for clothing, one room for Japanese dressmaking, one room for foreign dressmaking, one room for cooking and one room for washing. How do you think to use the room of foreign dressmaking for Japanese sewing? I saw a sewing table both for foreign dressmaking and Japanese sewing at the Matsuyama Upper Secondary School. I heard, one million yen was saved by doing so. They can buy new machines with it.

Any class room should be used effectively. At the corner of the kitchen, you can put a washing tank. Thus, by saving one room, you can buy a washing machine. I know you may not agree with me. But, please think it over again.

In the United States, a teacher of homemaking education work twenty five hours, a week. Most of teachers work thirty hours, a week. They think twenty hours a week is rather a light job. We can not take charge of one class of more than fifty or sixty. We would like to work thirty hours for a class of 20 rather than ten hours for a class of 60.

American teachers are responsible to keep the room clean, but she never do the job of a janitor or a building supervisor. It is too wastful to have homemaking teachers work for such ordinary work.

If I were a homemaking teacher in Japan, I would say "Please give me more hours to work, but do not make me work for one class with more than thirty students." Do you agree with me?

Question 10: There are two kinds of cloghing in Japan, kimono and foreign dress. How do you think about to combine it into one?

Answer: It is not a question to me, who is an American. I think you, Japanese women should think about together. I think Japanese kimono is the most beautiful clothing in the world, but it is the most impractical clothing in the world. I have never seen any Japanese woman in kimono riding a bicycle.

Question 11: I want to ask you a question about part-time school. It is four years system now, but is it permissible to have two years' system? Does the Ministry of Education permit us to do so?

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Answer: If the local people want to have two years' system, it is perfectly all right. The Ministry of Education has no power to control local district. Local people should decide it. I heard that Mr.Sugie is going to make a plan of part-time education standard and study vocational education at the next workshop.

Question 11: I want to know how to do Home Project in lower secondary school.

Answer: Units may not be given on Home Project in lower secondary school, although units should be given on Home Project in upper secondary school. It is enough for lower secondary school students to help their mothers at their kitchens. However, upper secondary school students should make dinners as a Home Project, by themselves without depending upon mothers.

* * * * * * *

After Miss Williamson left the room, they had a friendly conference. A teacher stood up and spoke to Miss Watanabe, the teachers' consultant. "We know Miss Watanabe had an unhappy day, today. We must do something more for Homemaking education in Kagawa all in a body. Miss Watanabe please take the leadership for us. We will do our best."
Miss Watanabe answered,

"I do not know how to express my feeling which I have had today. I suppose you have felt as same as I did. As a matter of fact, Homemaking education in Kagawa is lower and inferior than that of Ehime and other prefectures. I had been working in Ehime two years ago. They had a good organization of Homemaking teachers. When I attended a meeting for the first time, a teacher came to me, patted on my shoulder saying friendly, "You are a new comer, aren't you? Let us go on hand in hand, Take courage." I do not want to urge you to form an organization, but Mrs. B., will you come here and talk something?"

Teacher B. stood up and spoke to the members: "We already talked about forming an organization at the last inservice training course, as you well know. Now, how do you think about to have one organization or separate organization?"

Teacher C.: "Does one organization mean an organization of all the teachers of primary school, secondary achool and university in a body?"

Teacher B.: "Yes, that's right."

Teacher D.: "I want to organize one organization all to-gether with all teachers of primary school, lower secondary school and university."

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Teacher B.: "Is there any other opinion?"

All the members said "Sansei","(We agree with organizing one organization.)"

Teacher B.: "First of all, we want to have the Preparatory Committee. How do you think to have eleven members, four from primary school, three from lower secondary school, three from upper secondary school and one from the university?"

All the members were divided into three group (primary school, lower secondary school and upper secondary school) and recommended the members ~~of~~ respectively. It was a quarter past four. Most of them had to leave for train. Miss Watanabe made a brief closing address expecting to have a meeting with the preparatory committee soon.

Comment:

They seemed to have been greatly encouraged by the lecture of Miss Williamson, and at the same time they realized the low level of homemaking education in Kagawa. In the afternoon they had a free and enthusiastic conference with Miss Williamson. They questioned very earnestly. As the result, they made up their mind to have a good organization in order to study together, improve their positions and cooperate together. I think the meeting and conference were successful.

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CORRECTED TABLE

Page,	line,	Correted,	Miss Print
1.	4	Meaning	Maeing
	21	Unit	Nolt
	33	F.F.I.	rFJ
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V

(Insert the following sentence)

b. The availability of a place for the teacher to live

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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. Weys of Making Conference Successful
- L. Home Project Records

F. Home Projects

G. Selection of Projects

H. Suggestions for Projects

I. Home Contacts, Home Visits

J. Homemaking Conference Periods

K. Weys 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

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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 Schools

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 Relation ship I	Home Management
Garment Construction for Self and/or Family Members	Attaining Maturity	Money Management
	Social & Family Relationships	Skillful Shopping
	Looking Ahead to Marriage and Establishing a Home	Wise Consumption
	Parenthood	

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Garment Construction for Self and/or Family Members	Looking Ahead to Marriage and Establishing a Home	Wise Consumption
	Parenthood	
	Factors in Success in Wage Earning Jobs	

Second Year - Homemaking II. 7 Units

5 class hours plus 2 credit 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 Occations (Management of Food)	Clothing II -5 Family Clothing Problems	Family Relationships II -3
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 many social aspects of homemaking should be an integral part of homemaking education in upper secondary schools.

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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 lass 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 asmeal 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

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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 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.

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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 asnpossible 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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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.

d. There is freedom with responsibility

5. The ability to estqblish effective community relations

6. 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

1. 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 (c) to assist family members, mother, father, younger brothers and sisters, older brothers and sisters.

2. To lay foundations upon which to build in the future as an adult homemaker and perent.

3. 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.

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B. Scope

All areas of hoemaking 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; menitenance 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 guidence 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 appearence.

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

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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 forecast the possibilities for improvement-improving the quality of family life is the crux of homemaking.

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E. Problem Solving

Pupils learn homemaking by solving homemaking problems. There fore 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 smallones. Teachers guide pupils in finding the smaller parts of the large problem which can be dealt with during class periods. Ib 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 studyihg 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 demo nstrates 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 alreadu knowmore 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 anilities 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 prtsonal, 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.

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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 of 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 home-making 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 profects require both conferences for teacher and pupil in school and visits to homes.

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Home Visits

A major purpose in visits aside from establishing friendly relationships with the girl andher 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 be come 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

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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

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, Relationship

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

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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-Bulletin 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 grop 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 letter 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 some time so that either of the two types of organization or a combination of types may be used in teaching.

In homemaking education

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In homemeking 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

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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 or 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 confer ences 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 dome 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.

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These are the things I have learned in my home management class, in my work in the school home economics labatory 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, ad it saves time and makes work more efficient.

2. Spece 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 surro undings make work more pleasent.

8. Containers for garbage should be cleaned often and placed so as to save stopes.

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 pleced 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 cabiret and rearrange the things on the shelves

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11. Utensils and supplies should be pleced 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 suster said they would help me keep everything in place.

Record of Progress

Date	What I Did	Time
Jan. 16	I cleaned the cebinet and put paper in the drawers and shelves. In the top shelf I placed sode, beking powder, salt, vanilla, rutmeg, allapice, cinnamon, and cocoa, On the second shelf I placed	45 min.

coffee, sugar, a jar for oatmeal or rice, a jar for tea, and one more larger jar for anything elsesuch 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 cane in it. I carried those out to the parage. We have a large stone jar in which we keep flout also another can. After cleaning the shelves and placing paper on them. them, I put canned fruits and vegetables on tham. I fornd that the kitchen floor needed cleaning so I swept and mopped it. After everything was in its place it looked real neat.	½ 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.
Jan. 21	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 hemmed 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.	

Summary

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Jan. 21 — 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 hemmed 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.

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 s 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 pentry 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 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 convenience.

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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 Equipent 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 sttaineble standerds 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

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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 movable 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.

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Child Development

The amount of space and equipment needs 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 kinds 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.

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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, and textures.

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

Clothing

General Home Making

I (1. The program of clthing life.
(2. Making.
(3. The care and priservation of your own and your familys.

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. Tode shilful shopping and suppress high prices.
(4. Wise consumption.
(5. Surplus of income, and its insufficiency.
(6. Economical preparation at home.

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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(an family.
(4. Qualification and preparation for marriage.
(Sex. Eugenies. Heredity)

Elective Home Making.

II (1. Parentage.
(2. How to have professional suceess.

Food

General Home Making.

I (1. The constitution of the food stuffe of the japanese peopls.
(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. Jmprovement of our food life

Home Hygiene

General Home Making

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

Child Care

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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.

Elertive Home Making.

(1. Pregnancy and delivery.
(2. Child growth.
III(3. Suekling 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 proolems in comminity life.

Home Management

General Home Making

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

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Elective Home Making

(1. Beautiful 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 refurnishment.

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--~~7 to 10~~ 5 hours per week. plus approved home project work of sufficient scope to use a minimum of 2 hours per week of home work.
1. Under supervision of clothing teacher the entire year.

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unit kitchens, if possible without excessive expenditure and re[illegible]justment.

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--~~7 to 10~~ 5 hours per week plus approved home project work of sufficient scope to use a minimum of 2 hours 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	Home Management ~~Family Relations~~	Clothing
~~2nd hour~~	~~Clothing~~	~~Home Mana- gement~~	~~Clothing~~	~~Home Mana- gement~~	~~Clothing~~

4. The above schedule indicates the desirable ~~10~~ 5 clock-hour program. If the school feels it necessary ~~to reduce the class time. the reduction should be f. the amount of clothing instruction offered, as~~ or desirable, Clothing could be taught every day in the 1st term, Family Relations the 2nd term and Home Management the 3rd. 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--~~8~~ 5 hours per week plus approved home project work of sufficient scope of a minimum of 2 hours per week of home work.

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1. Under supervision of foods teacher the entire year.

2. Classes not to exceed 30 girls.

3. Proposed schedule for General Homemaking II.

	Momday	Tuesday	Wednesday	Thursday	Friday
1st hour	Foods ~~Foods~~	Foods	~~Housing~~ Foods	Child Cared Health	~~Child Care & Health~~ Housing
2nd ~~hour~~	Housing	Foods	Elective	"Elective	"Elective

~~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.~~ 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 & Housing the final term. 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 additionsl homemaking electives as may be needed by the particular school-community concerned.

2. Under supervision of teachers best qualified in the special-

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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 additionsl 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.&H
	"	"		"	"
			Food		

This would providw elective opportunity (with only 2 teachers) for eny girls to take:

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1. Five hours Foods and five hours Clothing.
2. Five hours Foods and five hours child ~~care~~ Development & Housing.
3. Five hourse Clothing and five hours Family Relation & Home Management.

III. Reference Material

A manuseript on homemaking education covering all phases of instructior, class organization, and the home-projet 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. Dema S. Lewes Homemaking Expert, which is on file with the Eighth Army. These same conference materials are being published in Japanese by the M/E for interim use awaiting the more complete handbook publication.~~ In the interim this publication issued in more detail to the Japanese must serve as the basic guide.

IV. Teacher load-schedule

By this proposal with unlimited possible variations two teachers ould give fellowing:

Schedule-Teacher A-(Clothing major)

School Hour	Monday	Tuesday	Wednesday	Thursday	Friday

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IV. Teacher lead-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			
5	CL III	FR & CD HM	CL II CL III	CL II FR & CD HM	CL II 2nd yr elective CL III 3rd yr elective
6	CL III	FR & CD HM	FR & CD HM	FR & CD HM	

Schedule-Teacher B-(Foods Major)

School Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2	HM II	HM II	HM II	HM II	HM II
3	HM II	HM II			
4	HM II	HM II	FM & CD	HM & CD	HM & CD
5	CD HM & H	F II	CD HM & H	F II	CD HM & H
6	CD HM & H	F II	F II	F II	CD HM & H

V. Summary

Homemaking education will never make progress until subject offerings are arranged and combined so they can be offered afficiently. 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 Relstion & Home Mavagement.)

2. Standardize first ~~seven~~ 5 houre of Homemaking II(2nd year) in covering basics all should know in Foods, Housing Child Development ~~Care~~ & Health advsned electives in basic fields covered in Homemaking I.

3. Offer electives, ~~6~~ 5 to 10 hours according to student and community needs.

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

Cl. -Clothing
F.R. & C. ~~H~~ - Family Relstion & Child Care Home Management
F. - Foods

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3. Offer electives, 5 to 10 hours according to student and community needs.

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

Cl. -Clothing
F.R. & C.D. - Family Relation & Child Care → Home Management
F. - Foods
H.M. & H. - Home Management & Housing → Child Development
H.E. - Homemaking

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EXCERPT-HANDBOOK ON VOCATIONAL AGRICULTURE

Part I

VOCATIONAL EDUCATION IN AGRICULTURE

I. Meaning of Vocational Agriculture

Aim of Vocational Education in Agriculture

The primary aim of vocational education in agriculture is to train present and prospective farmers for proficiency in farming.

Types of Classes in Vocational Agriculture

There are three well recognized groups to be served by vocational agriculture namely:

1. In-school farm youth preparing to farm
2. Out-of-school young men engaged in farming, usually on the farm or as afarm worker looking forward to full establishment as an independent farm operator
3. Adult farmers fully established as operators either as owners or as tenants

In order to provide systematic instruction for these three groups three kinds of classes have been developed as follows:

1. All-day for in-school farm youth who enroll in a regular day-school course in vocational agriculture operated as a regular unit of the school
2. young farmer for out-of-school farm youth, who are desirous of becoming established in farming
3. Adult farmer for farmers who have become established in farming.

Major Phases of Instruction

The following phases of activities are commonly included as an integral part of the instruction in vocational agriculture

or as tenants

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3. Adult farmer for farmers who have become established in farming.

Major Phases of Instruction

The following phases of activities are commonly included as an integral part of the instruction in vocational agriculture

1. Classroom activities
2. Supervised farming programs of the students
3. Farm mechanics activities
4. Future Farmers of Japan

The classroom activities for day-school students include jobs and problems in connection with the home-project programs and related problems needed by the students in developing a sound, well-rounded education in vocational agriculture based on individual interest, needs and capabilities. Activities in such areas as: animal husbandry, dairy, poultry, field crops, horticulture, soils, marketing, rural economics, farm management, accounting, farm mechanics and F.F.J. are included in the instruction. The classroom activities for young farmer and adult farmer classes cover current problems of the students.

The supervised home-project farming programs for day-school students provide opportunity for the students to apply the knowledge and skills learned at school to their home farm situations. "To learn by doing. The home-projects programs are made up of productive projects, improvement projects and supplementary farm proactices. These programs are carried on as an integral part of the instruction under the guidance and supervision of the teacher of vocational agriculture.

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The farm mechanics activities cover a broad field of training such areas as: farm shop work, including woodwork and farm carpentry, painting, glazing, ropework, home-farm shop, harness work, sheet metal, forge work, are welding and oxy-acetylene welding, farm power and machinery, including transmission of power, farm motors, trucks and tractors, and farm machinery; farm buildings and conveniences, including concrete work, farm buildings, plumbing, water systems sewage disposal, heating, and lighting; rural electrification; including selection of materials, equipment, care and maintenance of equipment; soil and water management, which includes terracing, controur farming, drainage and irrigation and processing of farm products.

The Future Farmers of Japan is the proposed club organization of, by and for farm boys studying vocational agriculture in public secondary schools. This would be an educational non-profit, non-political farm youth organizetion of voluntary membership, designated to develop agriculture leadership, character, thrift, scholoarship, cooperation, citizenship.

II. Major Objectives of Vocational Agriculture

Objectives

The major objectives of vocational education in agriculture are to develop efficative ability to:

1. Make a beginning and advance in farming
2. Produce farm commodities efficiently
3. Market farm commodities efficiently
4. Conserve soil and other natural resources
5. Manage a farm business
6. Maintain a favorable environment

The different abilities are needed by individuals in connection with farm jobs abd activities and in the solution of farm problems. These abilities are developed in situations where something needs to be done; where the learner had apart in selecting and evaluating information, in drawing inferences, in making decisions, in formulating and executing plans, and in evalpating outcomes. In agricultural education programs the development of the abilities therefore, depends upon individuals having real situations on thefarm and

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cut

III. Need for Vocational Agriculture

A New Emphasis on Vocational Agriculture

A new era in vocational education in agriculture has developed. As a result of the experiences in agricultural education since World War II and because of the need for training in agriculture by people who desire to farm, it has become necessary to make some adjustments in vocational agriculture to meet changing situations.

In light of these situations, these is need for changes in emphasis on certain objectives. Some of the changes in emphasis needed are:

1. Greater emphasis on comprehensive programs in vocational agriculture including all-day, young farmers, and adult farmer classes resulting in a sound educational program based on community needs.
2. More emphasis on advisory councils and their intelligent use in vocational agriculture.
3. More opportunities for learning through experience
4. Increased emphasis on farmer and adult-farmer classes
5. Greater emphasis in farm mechanics activities
6. Adjustments of instruction pertaining to agricultural production

farm

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with greater emphasis on instruction in planning
with greater emphasis on efficiency factors of production,
7. More emphasis on farm-family living
8. Increased emphasis on instruction in planning, production, and conservation of food for farm families.
9. Greater emphasis on "Action programs"
10. More full-time teachers of vocational agriculture and qualified special instructors.
11. More emphasis on leadership training activities for F.F.J.

QUALIFICATIONS AND DUTIES OF AN AGRICULTURAL INSTRUCTOR

I. QUALIFICATIONS

Technical Training

In order to teach vocational agriculture a person must secure technical training in agriculture in an instruction approved for training teachers of vocational agriculture. A person must be training to be the kinds of jobs he will have to do as a teacher of vocational agriculture.

Professional Training

A person must complete certain required professional courses in order to secure a certificate for teaching vocational agriculture.

Farm Training

Every person that plans to teach vocational agriculture should have a background of farm experience. Many of the abilities learned on the farm will be helpful in teaching vocational agriculture

Plans His Work

Definite goals, ideals, and objectives must be set up for a program of instruction, hence the agricultural teacher must have the ability and resourcefullness to plan his work.

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STARTING A DEPARTMENT OF VOCATIONAL AGRICULTURE

Standards Important

Prefectures must set up definite criteria or standards to follow in approving the establishment or reestablishment of departments. These standards should be carefully explained to school administrators and school board members who are desirous of establishing a department of vocational agriculture.

The administrators and school board members must understand that:

1. A qualified teacher meeting the requirements as set forth in the prefecture plan for vocational agriculture must be employed
2. The teacher should be employed the 12 months of the year
3. An adequate allowance must be available to the instructor for necessary travel in connection with the program.
4. There must be sufficient enrollment of bonafide farm boys for an allday program and that there will be opportunities for developing a complete program including all-day, young farmer and adult farmer classes
5. The schedule of classes must meet the requirements for vocational agriculture
6. There must be adequate facilities for classroom and farm mechanics instruction.
7. There must be adequate library and laboratory equipment
8. The instructor must have sufficient time for adequate supervision of the supervised farming programs and follow-up of the instruction.

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9. There must be provision for adequate guidance, counseling and selection of students for vocational agriculture

Administrators Should Make Suerveys

1. The potential number of farm boys to be enrolled
2. The potential number of young farmers and adult farmer available for farmer classes
3. The facilities which can be made available
4. The finances available for salary, mileage, references and maintenance
5. The opportunities students will have for comprehensive supervised home-project farming Program
6. The availability of a place for the teacher to live

Conditions which Should Prevail

1. Students for the all-day class should ~~xxxxxx~~ be selected carefully to insure groups made up of farm boys interested in farming and having the opportunity and adequate home-project farming program

2. Teachers of vocational agriculture should devote full time to agricultural instruction.
3. Each department of vocational agriculture should be adequately staffed
4. Every department should have an act chapter of Future Farmers of Japan.
5. Every department should be provided with adequate farm mechanics facilities.
6. All departments should provide content of courses broad enough to deal with problems of farm family living.
7. The teacher of vocational agriculture should be scheduled so that he can have sometime for giving instruction to out-of-school groups.

AGRICULTURAL CURRICULUM, SCHEDULES, AND STUDENT REGISTRATION

I. Agricultural Curriculum

Other Subjects to Include in the Agricultural Curriculum

All subjects such as Japanese Language, Mathematics, and History, required of high school students for college entrance, should be included for the regular all-day group. Students not only need these academic subjects

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AGRICULTURAL CURRICULUM, SCHEDULES, AND STUDENT REGISTRATION

I. Agricultural Curriculum

Other Subjects to Include in the Agricultural Curriculum

All subjects such as Japanese Language, Mathematics, and History, required of high school students for college entrance, should be included for the regular all-day group. Students not only need these academic subjects for college entrance, but also for their cultural benefits. A sound well balanced education is necessary to prepare a person for complete living and good citizenship.

Vocational Subjects to Include in the Agricultural Curriculum

Strongly recommend that the courses in vocational agriculture be designated as Agriculture I, II and III. The old traditional method of designating the courses as crops and soils, livestock, farm management, marketing, accounting, and the like should be abolished in all prefectures. The enterprises in these different conditions. The areas are commonly included under Agriculture I, II and III. The degree to which this is done depends on the local situation.

Student Registration

Who to Register

The training should be designed to meet the needs of persons over fourteen years of age who have entered upon or who are preparing to enter upon thw work of the farm or of the farm home. This is the first criteria to consider is in the boy will have for developing a comprehensive supervised farming program which will lead toward establishment in farming. A third criteria to consider is the interests, needs and capabilities of the boy.

Guidance Essential

Considerable guidance is necessary by the teacher of vocational agriculture in selecting students to enroll in the course. The teacher of agriculturre should contact all prospective students in advance of the time of enrolling new students in order to help him, the student, and the parents to decide if the boy should enroll in vocational agriculture.

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Part II

CLASSROOMS, EQUIPMENT & TEACHING MATERIALS

Importance of Reference Books

An adequate reference library should be maintained to enable the student to have readily available suitable information for him to use in connection with his activities in vocational agriculture. A variety of reference books should be provided for the library in the department of vocational agriculture.

Should a Text be Used?

Textbook teaching as such cannot be justified in vocational agriculture. Agriculture varies in the different prefecture, in different areas in the prefectures and in some instances in the local community. For this reason it is impossible for any one to write a book which will meet the needs for technical agriculture in every community. Teaching without a text is a much more justifiable method. The recognized approved method is to use a variety of adapted references.

PLANNING INSTRUCTION

I. Basic Principles of Educational Method

Planning Important

There are a number of basic principles of educational method which must be considered in planning and developing suitable instruction vocational agriculture

1. Definite objectives and goals must be set up
2. The course must be based on individual needs
3. Students must be interested
4. Students must understand the information
5. Students learn by doing
6. Abilities essential to success in farming must be developed
7. Students must take pride in doing their work well
8. Students must develop ~~problem solving~~ suitable ideals
9. Students must develop problem solving abilities
10. The instruction must provide for true-to-life problems

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9. Students must develop problem solving abilities
10. The instruction must provide for true-to-life problems
11. The instruction must provide for desirable changes in the behevior of the student
12. The home-project farming programs should be based on the be type of farming and the enterprises commonly found in the community.
13. Comprehensive home-project farming program must form the core of the instruction
14. F.F.J. activities should be provided for in the instruction
15. The instruction must provide for individual differences
16. Provision must be made for development of operative and managerial abilities
17. Consideration must be given to previous experiences of the individual
18. Provision must be made for teacher-pupil planning
19. Long-time plans must be developed
20. Provision must be made for evaluation of the instruction

USING ADVISORY COMMITTEES EFECTIVELY

Importance of Advisory Committees

There are many values and uses of properly selected and used advisory committees in vocational agriculture.

Some Uses of an Advisory Council

Use the council for such purpose as the following:

1. Studying the community situation and determining community needs
2. Sponsoring adult classes
3. Clarifying the relationships of the agriculture department with community
4. agricultural organizations and instruction.
5. Acting as an advisory council for the F.F.J.
6. Encouraging high school course- farming programs
7. Advising regarding the high school course of study

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7. Adapting the program of the department to emergencies, such as flood or wind damage and depressions.
8. Explaining the program of the department to the general puplic and relaying puplic criticism back to the department
9. Maintaining a continuous program when teachers and principals change
10. Educating the principel in agricultural affaire and acquainting him to his farm constituency.

Some Techniques to Use

A variety of practices have been used by teachers in solving the problem of how to provide for individual differences. The following represent some of the practices already used which have promising possibilities.

1. Organize course materials around units or broad divisions which provide problems and experiences for the class as a whole, together with opportunities for individuals to make applications in solving specific problems for their own supervised farming programs.
2. Encourage each boy to develop a home-project farming program in keeping with his capabilities, with due consideration to the opportunities on his home farm
3. Utilize individual boys who have special abilities as assistants or in other ways, in group instruction and laboratory work, being careful not to exploit or favor them unduly
4. Encourage boys with special abilities to probe more thoroughly them than average of below- average students in various problems or phases of the subject. Utilize results of these special studies by having the boys contridute to the group discussion at appropriate times.
5. Make effective use of supervised study to render individual assistance and provide motivation to each student to achieve in keeping with his level of development and capacity
6. For certain phases of the course, plan highly individualized assignments with the students in keeping with varying individual differences.
7. Utilize home-farm visit as teaching situations in which the instruction or other assistance is pitched to the appropriate level for the individual student.

[illegible] periods to individualize certain phases of instruction, [illegible] of the students.

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5. Make effective use of supervised study to render individual assistance and provide motivation to each student to achieve in keeping with his level of development and capacity
6. For certain phases of the course, plan highly individualized assignments with the students in keeping with varying individual differences.
7. Utilize home-farm visit as teaching situations in which the instruction or other assistance is pitched to the appropriate level for the individual student.
8. Utilize conference periods to individualize certain phases of instration, in keeping with special interests and capabilities of the students.

LONG TIME PLAN FOR VOCATIONAL AGRICULTURE

I. Aims and purposes of Long-Time Planning

Why Have a Long-Time Plan?

The primery function of the teacher of vocational agriculture is to provide training which will best meet the needs in agriculture of all farm people living in the school area. He needs to make a critical analysis of the needs of the community in order to determine what activities to include in his long-time plan for in-school and out-of-school farm groups.

The primery aim of the long-time plan must be to provide for effective training for proficiency in farming for present and prospective farmers.

Developing a Long-Time Plan

Some Essentials in Developing Plans

There are a number of basic essentials which should be considered in developing long-time plans, some of which are:

1. The teacher must study the educational and agricultural needs of the community
2. The program must serve the groups to be served
3. The plan must sex provide for progressive development through the addition of new features and the elimination of completed activities

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4. The plan must provide continuity by retaining and following through some features
5. The teacher should be assisted in formulating plans by an advisory committee
6. The plan should provide for reaching all the farmers of the community.
7. The plan should be approved by school authorities, local organizations and the advisory committee
8. The teacher should obtain the cooperation of available agencies in carrying out the long-time program
9. As the long-time plan is carried out there should be evidence of improvements in the farming and living of the community in terms of the long-time objectives.

Determine Year to Accomplish Objectives

All objectives in the long-time plan should be listed and ways and means of accomplishing the ones for the current year developed. Each year ways and means of accomplishing the objectives need to be developed and the necessary changes made in the long-time plan to meet the local situation. Some of the objectives may cover a period of several years while others may be of shorter duration.

Decide on Devices to Use in Achieving Objectives

There are a number of ways and means to use in accomplishing objectives. Some of which are:

1. The all-day instruction
   a. Comprehensive supervised farming programs
   b. Effective farm mechanics programs
   c. Cooperative Associations
   d. Group project such as swine, potatoes, or orchards
2. F.F.J. activities
3. Young farmer classes
4. Adult farmer classes
5. Home-project farming programs of out-of-school farmers
6. School-community canning center
7. Public relations program
8. The advisory committee
9. Visual aids program including pictures of local activities of all-day young farmer and adult farmer classes
10. Community farm shop
11. Father and Son Partnerships

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7. Public relations program
8. The advisory committee
9. Visual aids program including pictures of local activities of all-day young farmer and adult farmer classes
10. Community farm shop
11. Father and son partnerships
12. An effective summer program
13. Giving talks in community meetings
14. Conducting school farm
15. Cooperating with all other agricultural agencies
16. Shows and sales of agricultural commodities
17. Using special instrudtors for classes for out-of-school farmers

ORGANIZING THE COURSE OF STUDY

Basic Essentials in Organizing Course Content

The primary aim in organizing the course of study is to provide for the supervised farming programs and other necessary activities to become central in the instruction. In order to accomplish this aim the following suggestions are offered.

1. Fram enterprises and problems represented in individual supervised farming programs should be included in the course of study
2. The unit, such as topic, job or problem, of organization should be in terms of farming activities.
3. Each unit of the course should be tought at such a season of the year as will give greatest assistance to the student in carrying out his supervised farming program.

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4. Specific plans in writing for carrying out unit of supervised farming should be made when ~~once~~ or soon after the unit is taught.
5. Major enterprises when once launched as a part of the supervised farming program should be continued ~~through~~ through the course of study with appropriate related instruction.
6. The course of study should provide for training which will aid students to participate more effectively in F.F.J. activities

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Part III

MEANING AND IMPORTANCE OF HOME PROJECT FARMING

i. What is Supervised Home Project Farming?

Meaning

Supervised farming consists of all the farming activities of educational value conducted by students enrolled in vocational agriculture and for which systematic instruction and supervision is provided by the teacher. In other words, it is farming under the supervision of the teacher of vocational agriculture.

The supervised farming program is an integral and very essential part of vocational agriculture, not an appendage.

The New Conception

Administrators and teachers have come to realize that the instruction in vocational agriculture to be effective must be carried through the doing level and if students are to become satisfactorily established in farming they will need to carry more than one or two ownership projects per year.

THE COMPREHENSIVE PROGRAM OF SUPERVISED FARMING

I. Classification of Activities

Activities Included

A good farming program should include a series of related activities which will help the student to "grow" into farming. "Growing into farming is the gradual process of a student becoming satisfactorily established in a farming business through the development of a supervised farming program in vocational agriculture, involving skill, the [illegible] land, working capital, and credit.

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Production Projects

A production project is a business venture for experience and profit involving a series of farm jobs usually following a production cycle in a farm enterprise. Such projects are a fundamental part of the student's school work, supervised by the instructor, and carried to completion on a strictly business basis by the student.

Production projects are essential to establishment in farming as a boy must own something and of sufficient scope if he is to "Grow into" and become established in farming. Such projects give the boy an opportunity to find out how efficiently he can produce a unit of animals or crops and how much profit he can make from the undertaking. They may be classified as "major projects", "minor projects" or contributory projects.

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Group Projects

It is sometimes desirable to have a group of students conduct a group project to supplement the individual farming programs. Such a project should not be thought of as a substitute for individual programs but rather one to provide additional opportunities for experience and the ultimate expension of desirable programs.

What Is a Good Supervised Farming Program?

Characteristics of a Good Farming Program

Under ordinary conditions the farming program of a student of vocational agriculture should include as it develops under supervision:

1. At least one mejor cash project started early in the student's career, continued, expanded in scope, and improved in quality over a period of several years.
2. One or more minor cash projects fitted into the long-time program as needed and as opportunity arises.
3. One or more contributory projects, increasing in number, scope, and quality in keeping with major and minor projects.
4. One or more improvement projects started or continued each year for the purpose of improving the farm of the farm home.
5. Sufficient supplementary farm jobs carried out under the supervision of the instructor, to develop the desired skills and managerial ability.

Developing Cooperative Relationships

Cooperation of Parents

There are many reasons why the instructor must have the parents' cooperation in developing a program of supervised farming for their son which will lead toward satisfactory establishment in farming.

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3. One or more contributory projects, increasing in number, scope, and quality in keeping with major and minor projects.
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Developing Cooperative Relationships

Cooperation of Parents

There are many reasons why the instructor must have the parents' cooperation in developing a program of supervised farming for their son which will lead toward satisfactory establishment in farming.

The most satisfactory supervised farming programs are developed as a result of proper instructor-parent-son relationships. The securing and maintenance of desirable relationships and understandings is the duty of every instructor of vocational agriculture.

Visit to the Home-Farm

This is one of the most ideals methods of developing relationships. It gives the instructor the opportunity to see and understand the student's home situation and to form judgments on the kind of a farming program it will be possible for the student to develop.

Developing Student Understandings

Classroom Instruction

Soon after school opens in April the instructor should have a series of discussions and field trips pertaining to supervised farming. This should be a definite part of the instruction for beginning students and a sufficient amount of time used to develop proper understandings, attitudes, appreciation and ideals for comprehensive programs of supervised farming.

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Developir Community Relationships

Importance of Community Understanding

One of the essential jobs of the teacher of vocational agriculture is to see to it that the community as a whole is properly informed concerning the objectives and activities of the program.

SELECTING SUPERVISED FARMING PROGRAMS

I. Scope of Supervised Farming

Importance

It is often said that the supervised farming program of the students is indicative of the effectiveness of the teacher of vocational agriculture. This no doubt is true for if the instructor is willing to accept weak, poorly developed supervised farming programs he is likely to be satisfied with teaching a vast amount of academic subject matter which is not carried through the "doing level".

Standards

If the instructor does not set high standards for selecting suitable farming programs they may not amount to very much. The student's supervised farming program should be of sufficient scope and carried on in such a way as to make it a practical, interesting, challenging and an educational farm undertaking.

Scope of Individual Projects

No one can say just what should be the extent of the supervised farming expected of each student. It depends on many factors, much as individual interests, capabilities, opportunities and needs of the student. The teacher seldom needs to fear that the student will want to do too much, but he does need to guard against permitting minimum standards to

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One Project vs. Several

Educators in vocational education in agriculture have learned that the supervised farming program to be most practical and most beneficial to the student should include more than one enterprise for each student. They are cognizant of the fact that students should have comprehensive programs including production projects, improvement projects and supplementary farm practices.

Long-Time Farming Programs

The purpose of long-time planning is to help the student to develop a comprehensive farming program which will expand each year and permit him to "grow into" farming.

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II. Guiding Students in Selecting Farming Program

Essential Jobs in Launching Programs

There are a number of jobs which must be thoroughly covered in launching sound, well balanced supervised farming programs. The following jobs are suggested.

1. Acquainting the student with the plan of "growing into farming" under supervision.
2. Analyzing farming programs of former students and adult farmers.
3. Making farm surveys.
4. Selecting a type of farming.
5. "Blocking out" a supervised farming program and selecting projects.
6. Making project agreements.
7. Making project budget.
8. Financing the farming program and making business arrangements.

Include Farm Mechanics Activities

The instructor must be congnizant of the need for many farm mechanics activities in the students supervised farming program. He must motivate the student and parents so as to establish a feeling of need for these activities. During recent years farming has become highly mechanized consequently there is need for increased emphasis on meny activities in farm mechanics.

Encourage Long-Time Farming Programs

As part of his guidance program the instructor must develop a feeling of need on the part of the students and parents for long-time farming programs.

Preliminary Blocking Out of Program

The final selection of projects should not be made until after the student has done the following: (1) made a budget of each project to determine the probable opportunities for profit, (2) determined if satis- [illegible] made, and (3) found out what busi-

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Business Agreements

Any agreements developed with persons other than the parent or guardian should be in writing to avoid any misunderstanding. Why not be safe and have all agreements in writing? Father and son agreements should include such items as:

1. When to begin the farming program. In other words, the period concerned.
2. The kind and size of projects included.
3. Rent agreements, if any.
4. What the father agrees to do.
5. What the son agrees to do.
6. What the teacher agrees to do.
7. The signature of the student, the father, and the teacher.

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III. Writing Plan for the Farming Program

Why Plans Need to Be in Writing

The only sure way a student knows what he is going to do, when he is going to do it, and how he is going to do it, is to put his plans in writing for his farming program. The plan then becomes the blueprint of what the student plans to do.

Many supervised farming programs fail simply because definite and complete plans for their execution are not worked out in advance by the students.

What to Include in Project Plans

The plans should contain the name of the enterprise, the size, the objectives, production goals, the method of financing and information on all jobs or decisions that will be necessary in carrying the enterprise to a satisfactory completion. The plan should tell the what, when, why, how, and where of the enterprise. It must be specific, clear, and complete.

The following is a list of these items which are common to either livestock or crop projects:

1. Name of project (enterprise).
2. Kind of project (production or improvement).
3. Scope or size.
4. Objectives (include reasons for choosing).
5. Goals to be attained.
6. Budget of expenses and receipts with probable returns.
7. Financing.
8. Business agreement (This may be on a separate sheet of paper).
9. Rent (May be part of business agreement).
10. Where to obtain seed or livestock.
11. Locations of project (Where the livestock is to be kept or

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9. Rent (May be part of business agreement).
10. Where to obtain seed or livestock.
11. Locations of project (Where the livestock is to be kept or where the filed is located).
12. When to begin project.
13. When to secure seed, feed, livestock, etc.
14. Storing feed.
15. Tools, equipment, and buildings needed. (Where will you get the equipment, what rent to pay, etc.?)
16. Labor. (State if any labor other than your own will be used)
17. Marketing. (When and how to market?)
18. Showing. (State if you plan to show the project)
19. Records to keep and use to make of them.
20. Use of money made from project.
21. Plans for future.(State plans for continuing project)
22. Detailed plans on how to complete each job. (The enterprise should be devided into jobs and detailed plans written on each one with specific information how each is to be performed.)

When to Write Preliminary Plans

The preliminary planning of the project begins when the student starts budgeting to determine the probable returns from an enterprise. Planning is continued as the student arranges for financing and makes the proper business agreement.

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Divide Enterprises into Jobs

The student should divide each of his enterprises into jobs. In doing this he should refer to reference material to determine what jobs are commonly included in such enterprises.

When to Write Job Plans

The practices to follow in performing the different jobs should not be written until after the student has studied and discussed them through class, small group, or individualized instruction. Each job should be studied just prior to the time of doing it on the farm. The student should then evaluate the different possible practices to use and select standard approved practices which will be best for him to adopt and use on his farm.

What to Include in Job Plans

The plans for each job should be written with specific directions and information on how each job will be done, following approved practice. The plan for doing the job is what the blueprint is to the builder in construction a house, without it your "doing" will be haphazerd and you will miss the chief aim of all your work in vocational agriculture - that of increasing your proficiency in farming.

SUPERVISING AND EVALUATING FARMING PROGRAMS

I. Supervising - Making Home Visits

Instructor Must Know Community

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SUPERVISING AND EVALUATING FARMING PROGRAMS

I. Supervising - Making Home Visits

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A person cannot hope to achieve his greatest success in supervision unless he knows the persons he is supervising and their home conditions. Consequently the teacher of vocational agriculture must make every effort to thoroughly acquaint himself with the individual students and their home environment. This can best be done through home visits to the individual farms.

Time and Frequency of Home Visits

In determining when to visit the individual homes, first consideration must be given to the needs of the students. Other factors to consider are the time available, crucial times in projects, the distance to travel, the season of the year, and the number of students in the classes.

II. Evaluating the Farming Program

Evaluating the Total Farming Programs

In evaluating the effectiveness of any department for vocational agriculture in terms of the total supervised farming programs, including all of the students enrolled, the instructor may well check on such additional points as the following:

1. The supervised farming programs of new students are initiated at or near the beginning of the first year of instruction in vocational agriculture.

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2. The instructor, near the beginning of the school year, actually confere with the parents and students concerning developments in connection with their farming programs.
3. The surveys made by the students are summarized for class use in the development of farming program plans
4. The projects comprising the supervised farming programs are in line with those enterprises community or which are potentially desirable.
5. The farming programs are in line with the type of farming suited to each student's conditions.
6. That all supervisory visits are planned in order to assist at crucial or critical periods with farming problems.
7. That satisfectory classroom and farm mechanics working conditions at the school have been provided, including adequate organized working materials.
8. That the instuction and study of each student is based upon the farming program being developed.
9. That placement of all students was a result of careful study of each student, providing the desird training and meeting with the full agreement of all concorned.
10. That the program being developed by each student is actually based on saitsfactory establishment in farming
11. That the farming programs of the students are actually "leaving their mark" in the community by improving its agriculture.

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Part IV

FARM SHOP IN UPPER SECONDARY SCHOOLS

Meaning and Value of Farm Shop Instruction

Farm shop instruction may be defined as the planning and executing of jobs in areas of production, improvement, selection and purchase, construction, maintenance, and repair as related to the farm and farm life, and the solution of problems involved in these areas. In general, these jobs are limited to those that can be carried on to completion with the tools and equipment a farmer can be expected to have available.

Through actually planning and executing farm shop jobs involving applications of the many types of work, and studying of related information, as well as plans for farm installations and conveniences, ferm shop instruction develops pupil abilities in all common manipulative processes as well as appreciation, understandings, attitudes, and ideals of inestimable value to the pupil in meeting his present needs and solving the problems arising in the future.

Importance of Farm Shop Instruction

The farmer, perhaps more then any other person, in his daily work must do a great variety of things of a mechanical nature. His farm affords him unlimited opportunities to plan and carry out production and improvement enterprises. In short, every farmer is to a very great extent his own mechanic and he plans, constructs or installs many of his own improvements.

Farm life is becoming more industrial in character through the rapid development of industrial products for farm use and because of the increasing availability of electric power, machines, and conveniences.

Objectives of Farm Shop Instruction

To become proficient in farming requires the ability to work with tools and farm equipment and to plan and carryout improvements and additions in an intelligent, efficient, and economical menner. It is the major aim in farm shop instruction to provide actual experience in these important phases of the farmer's work, and to develop attitudes and understandings

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THE FARM SHOP PROGRAM

The content of all phases of the vocational agriculture program should be based on the needs of the boy, his home farm and community. A survey of the home farms of the class members and an analysis of the supervised farm practice program will indicate the detailed content for the particular year's instructional program.

Instructional Areas

The jobs and problems involved in the instruction areas of farm mechanics may be grouped under the following four main classifications:

1. Selection and purchase
2. Construction
3. Maintenance
4. Repair

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