

6 The Survey and Research Regarding Home Economics Education in Japan

6-1 The Organization of Research Activities for Home Economics Education

6-1-1 Organization Activities

There is quite a number of relevant research organizations for people involved in Home Economics Education. The Japan Association of Home Economics Education and The Japan Society of Home Economics are the center of all of them. The two organizations and The Association for Home Economics Education of Yokohama National University is the organizational member of International Federation of Home Economics. In addition, there are more than a 100 education related organizations and many Home Economics Education researchers are involved in them.

Most of the Home Economics personnel are involved with the Japan Association of Home Economics Education, therefore I would like to briefly introduce their activities and study their research trend.

Currently, The Japan Association of Home Economics Education has a membership of 1102 as of February 2011. The Association holds three types of meetings a year: Research Conference, regular meetings and seminars. The Research conference is held every summer for two days and about 93 research papers selected among the participants are presented. Lectures, a Symposium and General Assembly are also held during the conference. Not only researchers, but also many teachers participate in the seminar held every spring, since it provides the latest information on important issues of the day for Home Economics Education arena.

The Association issues "Journal of the Japan Association of Home Economics Education" four times a year. For the year 2011 journal, 26 articles and notes were contributed in total, and 17 articles and 5 notes appeared, while 4 were rejected in the course of review.

The Japan Association of Home Economics Education provides not only chances to present individual research at its' Research Conference and in their journal, but also actively promotes collaborative research, which will be compiled into the publications shown below in table 6-1. There are nine division groups for collaborative research.

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Table 6-1 List of the Publications by Japanese Association of Home Economics Education

year	Title	Publisher
1967	<i>Hyojun Kateika Jiten (Standard Home Economics Terminology)</i>	Dobun Shoin
1970	<i>Kateika Kyoiku Kenkyu Shiryou (Home Economics Education Research Reference Material –Book List-)</i>	Dobun Shoin
1972	<i>Kateika Kyoiku Kousou Kenkyu Daiichiji Chukan Hokokusho –KonnichiniOkeru Kateika Kyoiku no Kadai- (Primary Interim Report on Home Economics Education Concept Study – Current Issues of Home Economics Education –)</i>	JAHEE
1973	<i>Kateika Kyoiku Kousou kenkyukai Dainiji Chukan Hokoksho –KateikaKyoiku no Honshitsu, kateikakyouiku no Mokuhyo- (Second Interim Report on Home Economics Education Concept Study – The Essence of Home Economics Education and its Objective–)</i>	JAHEE
1974	<i>Kateika Kyoiku Kousou kenkyukai Daisanji Chukan Hokoksho –kateikakyouiku no Mokuhyo, Kyoiku Naiyo, Kyoiku Hoho, Hikaku Kenkyu (Third Interim Report on Home Economics Education Concept Study – Objective, Contents, Teaching Method, and Comparative Study of Home Economics Education)</i>	JAHEE
1975	<i>Kateika Kyoiku Kousou kenkyukai Daiyoji Chukan Hokoksho –KateikaKyoiku no Kyoikugyosei, Kyoin Yosei Seido, Daigakuin Seido, Hikaku Kenkyu- (Fourth Interim Report on Home Economics Education Concept Study – Educational administration and System of Home Economics Education, teacher training, Graduate School System and Comparative Study)</i>	JAHEE
1977	<i>Kateika Kyoiku Kousou kenkyu (Concept Study of Home Economics Education)</i>	JAHEE
1978	<i>Sogo Kateika Yogo Jiten (General Home Economics Terminology)</i>	Dobun Shoin
1984	<i>Gendai no Kodomo Tachi ha Katei seikatsu wo Do Miteiruka (How Today's Children View Family Life)</i>	Kasei Ktoikusha
1985	<i>Gendai no Kodomo Tachi ha Katei de Nani ga Dekiruka (What Today's Children Can Do at Home)</i>	Kasei Kyoikusha
1987	<i>Kateika Kyoiku '87 –Jidai no Henka ni Kotaeru Karikyuramu kenkyu- (Home Economics Education 1987 – Curriculum Research to Respond to the Changing Times -)</i>	JSHEE
1992	<i>Sogo Kateika Jiten (General Home Economics Reference Book)</i>	Jikkyo Shuppan
1997	<i>Korekara no "Kazoku"Kyoiku –Karikyuramu Koso to Kyozaikaihatsu (Family Education for the Future – Curriculum and Course Material Development)</i>	JAHEE
1997	<i>Sho Chu Koto Gakko Kateika no Shin Koso Kenkyu (New Home Economics Education Plans for elementary and secondary schools - Home Economics in the 21st Century –)</i>	Kasei Kyoikusha
1999	<i>Kateika ha Omoshiroi –Kateika kara Sogo Gakushu heno Teian- (Interesting Home Economics – Proposal to Shift from Domestic Science to Comprehensive Study –)</i>	Domesu Shuppan
2000	<i>Kateika Kyoiku 50 nen –Aratanaru Kiseki ni Mukete- (50 Years of Home Economics Education – Towards the Next Milestone –)</i>	Kenpakusha
2001	<i>Kateika Karikyuramu Kenkyu –Karikyuramu Kaihatsu no shiten to Koso- (Research on Home Economics Curriculum – Perspective and Concept of Curriculum Development)</i>	JAHEE

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2003	Katei Seikatsu Zenkoku Chosa (National Survey of Family Life)	JAHEE
2003	<i>Junkan Gata Kyodo Sankaku Gata Shakai heno Kateika kara no Hasshin</i> (Message from Home Economics for a Recycling-Based and Gender-Equal Society)	JAHEE
2004	<i>Ishokuju kazoku no Manabi no rinyuaru: Karikuramu Kaihatu no Shiten</i> (Renewal the Learning of Textile, Food, Housing and Family: The View Pont of Developing the Home Economics Curriculum)	Meiji Toshō
2007	<i>Seikatu wo Tukurū Kateika 1 Kojin Kazoku Shakai wo Tunagu Sukiru</i> (Home Economics Education Designed Living Life 1: Skill for Making Network Personal, Family and Social)	Domes' Shuppan
2007	<i>Seikatu wo Tukurū Kateika 2 Anzen, Anshin na Kurashi to werubiingu</i> (Home Economics Education Designed Living Life 2: Safe and relieved Living and Wellbeing)	Domes' Shuppan
2007	<i>Seikatu wo Tukurū Kateika 3 Jissen teki na Shichizunshippu Kyouiuku no Souzou</i> (Home Economics Education Designed Living Life 3: Create for the Practical Citizenship)	Domes' Shuppan

6-1-2 The Research Organizations for People involved in Home Economics Education in Japan

The Administrator has the responsibility to provide certain training for teachers and large-scale training is implemented in the first year and 10th year of teaching. These trainings include school management and also class study.

The Ministry of Education presents certain measures of educational guide and assigns designated pilot schools to examine how to adopt and practice these measures in class.

Class Study is very active in Japan. Besides theoretical research, Class Study is conducted by many organizations. There are both public and private organizations that conduct these researches.

One of the public organizations is a body organized by the establisher of the public school. Most of the public schoolteachers belong to this public research organization. The local government is the establisher of public elementary and lower-secondary schools, and the Prefecture is the establisher for public upper secondary schools. Every establishment consists of the Education Committee, which deals with employment and training affairs. The Education Committee has supervisors who provide training and guidance for teachers. Teachers are directed by the Education Committee and the supervisors to organize their teaching plan along the Course of Study, so that they keep a certain level of education standard. As part of their training, teachers form a research group by each administrative unit, and regularly discuss class development. The elementary schools and lower secondary schools form a group at the municipal level, and gather for a Prefectural Meeting and National. For upper secondary schools, there is only a research meeting at the prefectural level, but not at the

national level. Some organizations do not conduct Class Studies, but functions to promote communication from educational administration. Since these meetings are organized by a public organization, they are so called "Governmental Research groups".

In the meantime, teacher's unions also organize other research meetings voluntarily. They also unite for an annual convention at the national level to discuss educational issues and explore better lessons. Since there are two teacher's unions, two research meetings are held each year. The research meetings organize subcommittees by each subject and discuss class development. The minutes of these meetings are published every year. (Japan Teachers' Union 2003, Education Research National Meeting Organizing Committee 2003)

In addition, there are voluntary research meetings independently organized by teachers. There are *Kateika Kyoiku Kenkyusha Renmei* (The Organization of Educational Scholars of Home Economics), *Sangyo Kyoiku kenkyusha Renmei* (Research Confederation for Industrial Education), *Zenkoku Kateika kyoiku Kyokai* (National Home Economics Education Association). These organizations have study groups by region and hold annual research conventions.

While the primary objective of governmental research groups is to promote class development in the line with the national educational policy, The Organization of Educational Scholars of Home Economics, Research Confederation for Industrial Education aspire for unique original class plans. They explore new designs of class, which does not necessarily comply with the educational policy presented by the Ministry of Education. However, many teachers attend both government and voluntary research groups. They are rather in friendly rivalry making mutual commitments to develop a better class design. The accumulated information of these class studies have a certain impact on the revision of the Course of study published by the Ministry of Education.

One such example is Home Economics as a required course for both boys and girls under the current curriculum. Home Economics in upper secondary school changed from an elective subject for both boys and girls to a compulsory subject for only girls in the Course of Study 1970 revision. After the revision, "*Kateika no Danjo Kyoshu wo Susumeru Kai* (Organization to promote Home Economics for both sexes)" was organized in 1974 to stand against this revision. (This group dissolved in 1995)

The organization as well as the Teachers' Union the Home Economics Researchers Federation and Industrial Education Researchers Federation took action in concert, and practiced Home Economics class for both boys and girls in the classroom.

When Japan ratified the "UN Convention on the Elimination of All Forms of

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Discrimination against Women,” the curriculum was revised to correct the imbalance by sex in terms of requirement of Home Economics. The revised 1992 Course of Study stipulated Home Economics a compulsory subject for both boys and girls. This came into effect in 1994. There was some resistance among the boys to study Home Economics, however, Home Economics had been taught in practice attaining good results. This was one of the reasons the government took the plunge of the revision.

6-1-3 Journals for Home Economics Education

On top of above mentioned activities, there are many journals related to Home Economics Education study and reports on class practice. They are shown below:(Table 6-2) There are also Journals related to curriculum. (Table 6-3)

Table 6-2 List of Journals of Home Economics Education

Name	Editor	Publication	Annual volume issued
Journal of the Japan Association of Home Economics Education	The Japan Association of Home Economics Education	Same as on the left	4
<i>Nenpo Kateika kyoiku Kenkyu</i> (Annual Home Economics Education Research)	<i>Daigaku Kateika Kyoiku Kenkyukai</i> (University Home Economics Education Researchers Council)	Same as on the left	1
Home Economics Education Research Journal	The Association for Home Economics Education of Yokohama National University	Same as on the left	1
Journal of Home Economics of Japan	The Japan Society of Home Economics	Same as on the left	12
New Home Economics – We		We Publication	12
Kteika Kenkyu (Research on Home Economics)	The Organization of Educational Scholars of Home Economics	Mebae Co.	12
Journal of Technical Education	Research Confederation for Industrial Education	No Bunkyo (Rural culture Association)	12
Home Economics Education	<i>Zenkoku Kateika Kyoiku Kyokai</i> (Japan Association of Home Economics Teachers)	Same as on the left	1

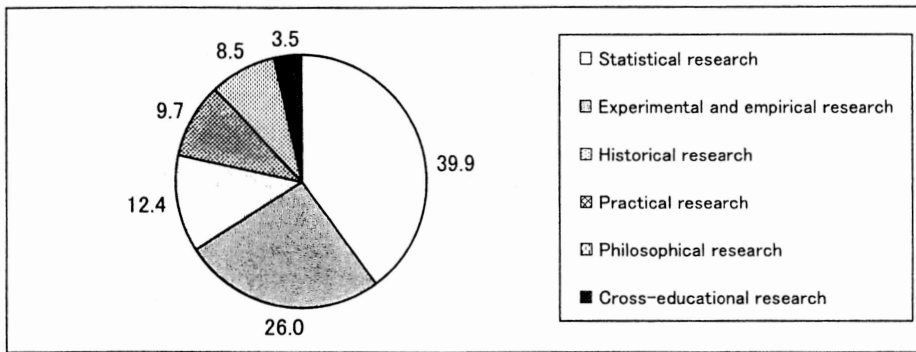
Table 6-3 List of Journals of Class Study

Name	Editor	Publication	Annual volume issued
<i>Shoto Kyoiku Shiryo</i> (Reference on Primary Education)	Ministry of Education, Culture, Sport, Science and Technology	Touyoukan Publication	12
<i>Chuto Kyoiku Shiryo</i> (Reference on Lower Secondary Education)	Ministry of Education, Culture, Sport, Science and Technology	Dainihon Tosyo	12

6-2 The Current Research Trend of Home Economics Education

6-2-1 The Current Research Trend of the Journal of the Japan Association of Home Economics Education

Fujieda and others studied the research trend of Home Economics Education in 836 researches and notes that appeared in the 1st to 73rd issue in 40 years (fug6-1). The result indicated that 40% of the total articles were statistical research with the largest number, 26% of them were experimental and empirical research with the second-largest number and 12% of them were historical research. There was no case study-approach. There were many researches that focused on the essence and principle of Home Economics in the 1960s and 1970s, and historical research increased in the 1980s in successive periods.



From: Fujieda (1998)

Fig. 6-1 Research methods of the articles in the Journal

Makino and others also learned the research trend of Home Economics Education in the “Journal of the Japan association of Home Economics Education” as follows.

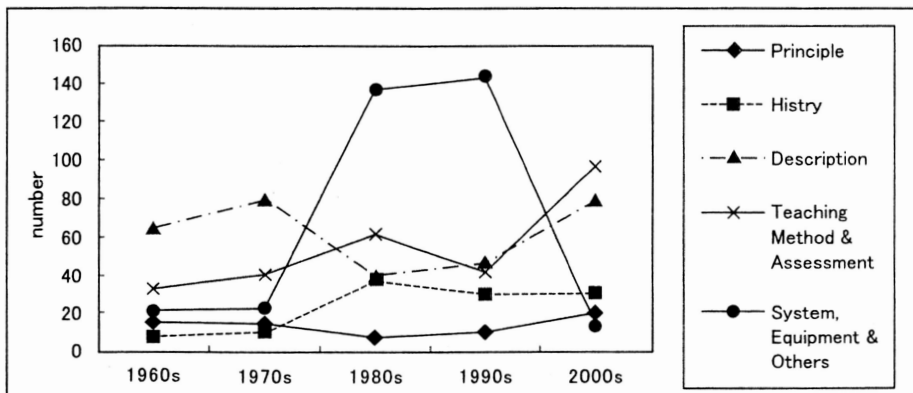


Fig. 6-2 Change in Number of Articles by Methods

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The “Journal of the Japan association of Home Economics Education” issued 82 volumes in total and published 935 articles from 1950 to 1999. They categorized the content of these articles into five: Principle of Home Economics, History, Content, Teaching methods/Evaluation, System/Facility/Others. As shown in Fig.6-2, there are many researches about the content of Home Economics consistently and researches on system, facility and others increased in 1980s. During the 1980’s, whether Home Economics it will become a required subject for both girls and boys in high school attracted attention, amid the effort to ratify the “UN Convention on the Elimination of All Forms of Discrimination against Women.”

The latest trend from 2000 to 2011 was 20 researches for “Principle of Home Economics,” 31 researches on “History,” 79 researches on “Content,” 96 researches on “Teaching methods and Evaluation” and 13 researches for “System, Facility and Others.” Researches about Teaching methods and Evaluation has increased in 10 years. This means researchers have more interest in issues of teaching methods based on class practice.

The specialized areas were categorized into six: Food and Nutrition, Textile and Clothes, Housing, Nursing(Child-Care, Child Development), Home Management and Family Living, Others. The fig.6-3 shows that research on Others and Home Management and Family Living has increased after International Women’s Year in 1975. “Others” are further categorized into 15:Concept of Home Economics、Self-Learning、Decision Making、Gender、Sex Education、Career Education、Education of the Elderly、Welfare、Consumer Education、Information Education、Environment Education、Life Technology and Same Education for both Sex. Research on elderly education, welfare and environmental education increased in 1990s.

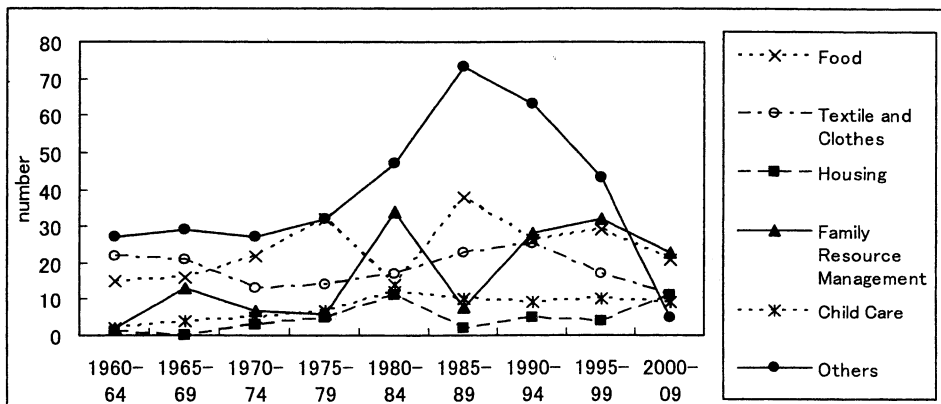


Fig. 6-3 Change in number of articles by categories

By specialized area, there were 23 researches for "Home Management and Family Living." category and 21 researches on "Food."

Ito and others studied the research trend regarding class in 82 articles that appeared in the 1st to 42nd issue of "Journal of the Japan Association of Home Economics Education." 57.7% of the researches used the method of examination between experimental group and control group to study the effectiveness of teaching methods. As for data collection, 52.4% of the researches utilized questionnaires and 46.3% of the researches did observation. The new methods such as Ethnography and Phenomenology remain low.

As mentioned above, there were many articles related to the "Principle and contents of Home Economics," "Food," "Textile and Clothes," in earlier times, and research on the educational system increased when Home Economics became a required subject for both girls and boys. Currently, research on teaching methods utilizing new methods such as ethnography is increasing. The study subjects vary from Food, Textile and Clothes and Housing lately to Environmental issues, Elderly issues and Gender issues. There are only a few researches about the subject theory and curriculum.

6-2-2 The Trend of Class Practice of Home Economics Education

New class development is implemented actively. These cases will be reported at research meetings and practice based reports will distributed. Later, these reports will be published in several journals and specialized books. The number of practice-based class study publication is larger than other countries. Junko Tainosyo and others studied the research trend of the class studies in nine different kinds of journals as follows:

- 1 *Zenkoku Shogakko Kateika Kenkyukai-shi* (National Elementary School Home Economics Research Review) 1965-1993
- 2 *Kateika Kyoiku* (Home Economics Education) 1946-1993
- 3 *Journal of Technical Education* 1959-1993
- 4 *Kateika kenkyu* (Home Economics Research) 1996-1984, *Gekkan Kateika Kenkyu* (Monthly Home Economics Research)1985-1993
- 5 *We* 1982-1993
- 6 *Jugyo Dukuri Netowa-ku* (Teaching Development Network) 1988-1993
- 7 *Kateika Kyoiku no Jissen* (Home Economics Education Practice)1991-1992, *Shogakko Kateika Kyoiku no Jissen* (Elementary School Home Economics Practice)1992-1993, *Chugakko Kateika Kyoiku no Jissen* (Lower Secondary School

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Home Economics Practice)1992-1993

8 Shoto Kyoiku Shiryo (Reference on Primary Education) 1950-1993

9 Chuto Kyoiku Shiryo (Reference on Lower Secondary Education) 1963-1993

By specialized area, “Food” has the largest portion followed by “Textile and Clothes”. This tendency was observed in all school levels. “Child Development” and “Home Management” is small in elementary because the Course of Study does not require these areas. However, it is estimated that study on “Home management” will increase in lower secondary school in response to the Course of Study revised in 1998.

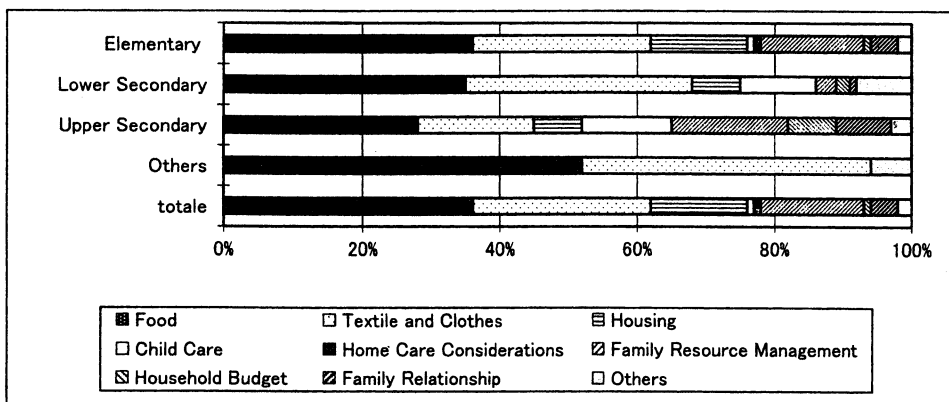


Fig. 6-4 Main filed of class practice

The objectives of classes can be classified into four: Knowledge, Skill, Motivation/Interest and Originality/Ingenuity. Basically “Knowledge” followed by “Skills” is most emphasized. It is observed that interest on “Originality/Ingenuity” has increased recently. In the 1998 Education Curriculum Discussion Report, Home Economics was positioned as a subject “to nurture willingness and practical attitude to improve one’s living” and placed emphasis on developing imagination. It is reasonable to assume that more and more emphasis will be placed in the field of “Originality/Ingenuity”.

Incidentally, the classification of Knowledge, Skill, Motivation/Interest and Originality/Ingenuity came from the Educational Program Council in 1987. The Educational Program Council 2000 suggested that these four pillars to be used for target setting and evaluation. These four aspects are the basis for structuring a class.

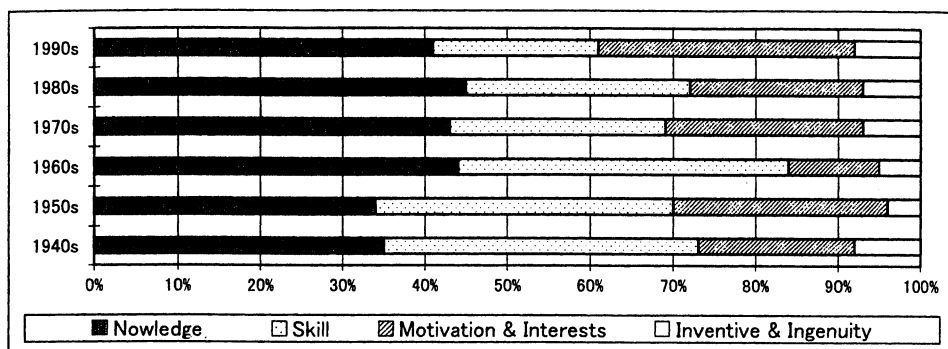


Fig. 6-5 Objectives of Class Practice

The Journals have different future objectives for class practice.

For example, “Journal of Technical Education” tries to remodel Home Economics from the Industrial Arts education point of view. Many Home Economics teachers in lower secondary school participated in this journal when Home Economics and Industrial Arts were integrated into one subject, “Industrial Arts and Homemaking” in 1951. Skills for cooking and garment production with the topic of processing from raw material are observed in the journals.

The “*Kateika Kenkyu* (Home Economics Research),” finds the objective of Home Economics in the Constitution article 25, “All people shall have the right to maintain the minimum standards of wholesome and cultured living” and article 24, “Marriage shall be maintained through mutual cooperation with the equal rights of husband and wife.” Based on this approach, the journal has four objectives: 1) To see the reality of activities and function at home, 2) To understand how science and technology has been utilized to develop and protect life and living, 3) To understand contradictions in “*Katei Seikatsu* (family life)”, 4) To cultivate the ability of overcoming and taking necessary actions to solve the contradictions. To address the above mentioned points, they try to create a better class lesson based on 5 aspects: 1) Method and the reason (Handing down of technology and Fundamental Principle) 2) Why do you take the practice (Natural Science Approach) 3) Understand the present situation (Recognition) the 4) Why will it be (Social Science Approach) 5) What to do (Political Strategy). In the 1970’s, they produced their own class practice of co-education regardless of the governmental framework

These were several study groups that implemented their original practice based on the “Reproduction of labor power” theory.” For example, Hinuki group regarded the main pillar of Home Economics as follows: 1) To understand labor scientifically, 2) To

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understand Nutrition and formation of labor force, 3) To participate in domestic labor.

“*Shoto Kyoiku Shiryo* (Reference on Primary Education)”, “*Chuto Kyoiku Shiryo* (Reference on Lower Secondary Education)” are published by Ministry of Education, therefore, the journals cover the effectiveness of teaching methods in compliance with the Course of Study. For example, it introduced a case study using evaluation cards based on assurance test and self-evaluation, and another case study on childcare that developed audiovisual aids, utilized observation reports and storybooks.

“*Kateika Kyoiku* (Home Economics Education)” is a business magazine and its vision differs by each editor of time. Iihachirou Shigematsu was a lead editor from 1949 to 1968. He framed the contents of Home Economics after World War II under the supervision of GHQ(General Head Quarter). Therefore, a lot of information from the Ministry of Education appeared in the journal. For instance, when Ministry of Health released six basic food groups, it introduced a class practice based on it. Furthermore, when pattern education was included in the Course of Study, it introduced the practice using paper clothes to learn conformation. Tatsuko Handa became a lead editor after 1968, she introduced the class practice reflecting modern issues in family life and women’s issues were often mentioned. The journal turned to a different future when Hirohiro Miyahara took up the position after 1982.

Tatsuko Handa started to edit “New Home Economics – We” after she resigned the post in “*Kateika Kyoiku* (Home Economics Education)”. In the journal she pursued the concept “ For independent individuals, for a humane life and for a society with no discrimination” and had a bridging view between living and education. Ms. Handa led the movement to realize equal education and requirement of Home Economics for both boys and girls with Husae Ichikawa and Noriko Wada. She introduced many class practices with both sex participating in class.

In conclusion, there are varieties of journals publishing class practices from their respective positions. They respect each other’s position and that has contributed to producing better class practices.

6-3 Conclusion

The research of Home Economics has been conducted actively on the global level. There are two major trends: one is the research on principle and history of Home Economics, and other is the analytical research of class practices. The latter research has increased in recent years and qualitative method such as ethnography has been attempted.

Also in Japan, elementary, lower secondary and upper secondary Home

Economics schoolteachers actively exchange information on class practices. These reports made a huge contribution in developing Home Economics what it is now. Especially, the new trial of class practice often suggested the future direction of Home Economics. In recent years, the Japanese education system has reached a turning point amid the big educational reform. Home Economics should adapt to the changing social needs without being constrained by convention and develop learning contents and class practices with broader perspective.

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