PROCEEDINGS

OF

A CANADIAN SYMPOSIUM:

ISSUES AND DIRECTIONS

FOR

HOME ECONOMICS/FAMILY STUDIES EDUCATION

Winnipeg, Manitoba
March 1-3, 1991

Proceedings
of
Canadian Symposium:
Issues and Directions for Home Economics/Family Studies Education

Birchwood Inn
2520 Portage Avenue
Winnipeg, Manitoba

March 1 - 3, 1991

FRIDAY, March 1

SATURDAY, March 2

0830 *Curriculum Directions and Initiatives*
Chair: Beverly Pain, University of Saskatchewan

1100 *In Transition: Challenges and Responses*
Chair: Joyce MacMartin, Manitoba Education

1330 *Re-defining Relevance*
Chair: Colleen Grover, Alberta Education

1515 *Re-focusing and Re-thinking Boundaries*
Chair: Linda Peterat, University of British Columbia

1630 Issue/Discussion Groups for evening discussion and meal sharing.

1830 Dinner and discussion groupings.

SUNDAY, March 3

0845 *Teacher Education: Reports and Initiatives*
Chair: Linda Eyre, University of British Columbia

We appreciate the financial sponsorship of this Symposium by:

The Manitoba Home Economics Teachers' Association

Manitoba Education and Training

College of Education, University of Saskatchewan

Department of Mathematics and Science Education, University of British Columbia

Alberta Education

Home Economics Council, Alberta Teachers' Association

Canadian Home Economics Association/Association canadienne d'économie familiale

Issues and Directions for Home Economics

Linda Peterat, University of British Columbia

Welcome

Welcome to this Canadian Symposium on curriculum and teacher education entitled, Issues and Directions for Home Economics/Family Studies Education. This evening we begin with three short addresses by the organizing committee: Colleen Grover, Joyce MacMartin and me. First I want to say a few words about what has led to the organization of this symposium, how we see the weekend proceeding, and then make a few comments on the issues and directions that concern me.

Over the past ten or fifteen years during which time I have been active in various national and provincial organizations of home economics teachers and professionals, I have heard others wonder about where home economics was going; concern about what was happening to it, and what it would become. It seemed that we never had enough space or time to talk in any detail about our concerns. Perceptions or incidents would be shared but there was not the time to deliberate the advantages or disadvantages of alternatives, or what would be the most appropriate action in a particular situation. About a year ago Colleen Grover came to Vancouver and shared with us some of the trends in Alberta at the time. We found that some of the pressures on the subject area she was experiencing in Alberta were similar to what we were also experiencing. We agreed that many of us were too busy doing or responding to crises or imposed initiatives to think about *what* we were doing. Following Colleen's visit we decided that we definitely needed more time to talk together. From there, we decided that if we got together in Alberta and British Columbia, maybe we should include Saskatchewan and Manitoba and have a Western regional meeting; and if that, why not Canadian? So here we are. The planning committee has been, Joyce MacMartin, Colleen Grover, and me. Assisting with program has been Beverly Pain and Linda Eyre. We have several sponsors whose financial contributions are assisting in making the Symposium possible: Manitoba Education, Manitoba Home Economics Teachers' Association, Alberta Education, the Department of Mathematics and Science Education at the University of British Columbia, The Home Economics Council of The Alberta Teachers' Association and the College of Education, University of Saskatchewan.

The Symposium is intended to be *your* Symposium, so my wish for us all for this weekend is that we find time and people with whom to discuss our ideas and concerns. The emphasis is on communication; listening, debate, and planning for action. We expect to have proceedings available in the months following this weekend so that others may read and join in the debate of the issues raised on this weekend. We have time on the program Saturday evening for small group discussion. We have big sheets of paper posted at the back to use as free writing - if you have a question urging to be asked, please write it on the paper sheets. If you want to form a small discussion group around a certain topic, please write it on the sheets. They are yours to use to initiate and further communication.

Thoughts on Being Relevant

As I reviewed various proposals for this program, repeatedly one word began to stand out, and it is not surprising since we had identified one issue to be discussed as "relevancy of home economics education to students in 2000 and beyond". The word I think we will hear alot about this weekend is "relevant". When we attempt to justify curricula, we always do so in terms of arguing for relevancy of some content or goals over others. However, I urge us to be thoughtful about this notion of relevancy and to ask what is it that we are arguing we must be relevant to? And what kind of argument is justifiable intellectually and ethically?

We tend to argue about relevance in two different ways (Ross, 1987). We may choose to argue that a curriculum is relevant to some thing, such as a students' daily life, or life in the future, or for future employment. In this way, curriculum is seen as instrumental, a means to some end. We may choose to argue that our curriculum is relevant in terms of the psychological or developmental needs of students, in which case curriculum is seen as having psychological value for a student's current development. I would like to encourage us not to get locked into either or only these two ways of considering relevance.

A school subject may be relevant and not have much concern with either immediate developmental needs of students or acquiring jobs. We have to ask if we contribute to and advance knowledge in our subject area that is in itself worth knowing. Does home economics offer a range of concepts, insights, and understandings that deepen the meaning of our lives? If we study home economics, will we be an "educated" person, someone who has a richer array of perspectives and insights with which to live? Marjorie Brown (1980) defines an educated person as someone who has a non-instrumental attitude, that is, the capacity to engage in activities for reasons internal to the particular activity; as a person with knowledge and understanding together with the emotions appropriate to the kind of understanding; and as someone who has a wholeness of perspective.

If we consider our subject area, we can see that its focus on families and teaching about families is the unique content that home economics offers in schooling. We can argue that home economics is one of the few subjects that contributes to one's education for the private or reproductive sphere of life (Martin, 1985; Thompson, 1988), and in doing so can make a major contribution to gender equity in families and society. We can argue that an education about daily living is essential for all. In arguing from this basis we have to counter arguments from others who regard education as instrumental to a greater end of economic growth or societal independence, and consider that an education for daily and family living is something that comes *naturally* with living and therefore something that we do not have to educate for. I believe that arguments focused on what home economics contributes to the development of an educated person are necessary to place home economics on a firmer foundation for the future - a foundation that will emphasize its contribution as *education for all*. The alternative is to be adrift and pulled by each emerging whim of the various educational stakeholders.

Ross warns,

> There is a real danger of making schooling truly irrelevant by coming to define what goes on in schools in terms of the predilections of pupils, the demands of society, or the whims of politicians, and not in terms of the ways we have come to make sense of the world and the means we have to transform it into a more predictable and habitable place. (1987, p. 20)

Thoughts on Being Political

Of course our concern with relevance reminds us that there are many competing ideas of what we ought to be teaching in schools and how we ought to be doing it; that these competing ideas represent the vested interests of different stakeholders and different beliefs about the purposes of schooling. We are reminded that as educators we work daily within the tensions that arise from these competing demands and values. We need to be reminded that in education we also work for change. We try to change individuals; we work for betterment of individuals and families. This means that we hold visions of one way of being as more desirable than another. We have a responsibility to assure that our curricula and practices are defensible ethically and morally; that we work for change with some view of human justice and equity.

We can easily enumerate the features of our current times which are contributing to the mass educational angst we are currently witnessing: a post-industrial economy, environmental deterioration, a global marketplace, aboriginal, women, and minority rights, scarcity of fossil fuels, new political alliances and disruptions, and so on. We have all heard these in their range of variation during the past several decades. In the past few weeks a report from university and corporate officials has called for national goals of education in Canada. There is a trend toward standardization, examination and accountability. Politically in North America the past decade has been one of conservative restoration in which under the guise of "less government intervention" individuals and families have been relied upon for more socially reproductive labour to fill in where medical and social systems have been cut back or cut out. Less government intervention re-affirms families as private, and seeks to limit education to educating for the public sphere of work only. In British Columbia, this is evident in the recent mission statement for schooling: "to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy". The explicit connecting of schooling to the economy has never been clearer.

We can despair about loosing ground in the curriculum, or we can orient our program toward vocational job training. We can fill our time complaining about being misunderstood and pushed around. I prefer to think that we can create a vision for home economics in this new age that the people who write these definitions and mission statements never could have dreamed of. Where does home economics and family studies fit in these new goal and mission statements? What arguments do we want to bring forward at this time for our subject area? What coalitions ought we to build in education to help us achieve our vision? With the focus of politicians so turned to the crises in the

world and national economies, home economics has alot to contribute in reminding educators and its larger communities of the *economics* of the home. This would entail more valuing of the work of the home, the interrelationships between work in the public world and family relationships; an emphasis on resource exchange and creation in families, of exchanges between families and other social institutions; and more emphasis on cross national and cross-cultural practices and experiences.

What we choose to teach and how we choose to teach it is a political act. It creates who we are and who our students become. It influences how others perceive us, and the ways we can justify our curriculum on educational grounds. These issues are ones that deserve discussion and deserve our attention during this symposium.

References

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Issues and Directions for Home Economics

Joyce MacMartin, Manitoba Education

Opening Comments

Welcome to Winnipeg. This is right in the heart of the nation and I am going to speak straight from the heart. I work as a consultant for Manitoba Education and Training, as a co-ordinator of Social Sciences formerly called Human Development. Even as I speak we are facing a crisis in Manitoba. Our school divisions are receiving a 0 - 2% funding increase and every division is going through the agonizing decision of what is important and what is not. My comments tonight are based on observations over the last eight years as a consultant who works not just in home economics education, but in health education, family life education, AIDS education; and who has worked as a team leader in physical education, social studies, guidance and counseling. I have worked with teachers other than home economics teachers.

When I looked over the Symposium program the first thing that stood out was the number of times the word "vision" was used in the titles of the presentations. I thought I would go back to the Good Book and it says "Where there is no vision, the people perish". Could we apply this to our discipline? When I read health promotion reports from across the country, they are titled "A Vision for Action", "A Vision for Health". It crops up everywhere. I would like to think that with the talent assembled in this room; with all the stakeholders who can make a difference, the people who develop curriculum, the people who lead teacher associations, the people who train and teach the undergraduate students, that out of this Symposium may come some decision-making about strategies for the year 2000 and some new and exciting possibilities. I see this weekend as a "think tank". I am very excited about the papers that we will hear tomorrow.

I want to address four possible issues. Linda has already dealt with relevancy. I would like to deal in addition to relevancy, with perception, image and strategies. The more I am part of our discipline, the more I find that some things don't change. The perceptions sometimes don't change. We think they have but when it comes right down to it, they may not have -- with some people who make decisions about what happens to us and our discipline.

Let me deal with ***relevance*** in terms of students, the family, and the workforce. Our subject obviously must be relevant, otherwise why would other disciplines just jump in and use our content, re-package it, and then call it their own? Then they say, "Perhaps you should look at the overlap in your subject. Maybe some of it will need to change, because you have an optional program and now the content is compulsory". I am for health education curriculum. I think health curriculum is very important, but much of it is our subject matter. I've reviewed the CALM program from Alberta. We in Manitoba have a new compulsory course on the horizon called "Skills for Independent Living" in grade nine and ten. Some of our content becomes part of the course, and I have been asked to develop this course. It raises the issue: Our content is placed into another course and we are helping to develop it.

Home economics is relevant to families as never before. We are into a very difficult recession. When you look at farm families across the prairies who are facing near bankruptcy and some of the families that are just getting

by, the skills that are learned in home economics are really important. All through, we have tried to be relevant to families and students, and also the skills that we teach are valuable to the workforce. The kinds of things that our students do in classes in junior high are all related to the things we will do when we leave school and go on to further education and perhaps straight to the job force. I really believe we are relevant. I have looked at curriculum across the country and I would say it is relevant. Gender equity is included, also life-long learning; all the key topics educators are talking about. We are usually well ahead of other disciplines. We are well ahead and yet we don't always receive the credit from the people who make the decisions. They often dismiss us. Five or ten years later when they come up with the same ideas, they say, "This is new"! And we say 'But we did this in 1984' and it is now 1990!'

In Manitoba we have three areas of study. I need not go into that, because you know what the content is. We have the high school curriculum developed at three levels so it can be appropriate for advanced students going on to university, as well as for the general type student, and the less-academic student. There are three different levels. The teachers have insisted on a variety of levels because if you look at where the students go, this is what happens in Manitoba: 22% go on to university, 7% to college or community college, and 71% go somewhere, probably to the workforce, or they don't work, or whatever. And so our programs have had to be relevant to meet the needs of all those students. We were pleased that the university senate passed Home Economics 305 at the advanced level. All three courses can now be used as courses for university. If you look at our poster you see home economics listed along with calculus, music , etc. Many of our high school students have looked at home economics as less than academic simply because it was listed as an 01 or a 04, not a university-type course. If our school divisions allow us to expand, I look forward to increased enrollments next year.

Some mention was made of vocational education. In Manitoba, vocational education enrollment has been declining. Our government has a new funding formula in place to encourage use of existing facilities. If home economics and industrial arts courses are combined with other courses in an eight or ten credit program, funding is possible. Home economics high school teachers may teach a family studies course to someone who is taking an auto mechanics program and that family studies course may be part of that vocational program. I have had a chance to access a computer program on enrollments to see how all the different programs are doing. I looked over our enrollment figures and I had no idea we were doing so well, and some of the other areas, so poorly. Packages of vocational courses do not always meet the needs of high school students who want to leave their options open. They may wish to attend community college or university.

The second point, ***perception***. Twice in the past week I have dealt with school division personnel who spoke about the "costly home economics programs". They support facilities and staff but the cost of supplies for home economics is actually very small. One urban division did a survey about three years ago and they found that the home economics budget was 0.38% of the total budget for the division. But when they are talking about cuts, they lump vocational education, industrial education and home economics all in one package and say, " Very expensive, we can't afford it"! The vocational supplies may be $8,000.00 for a lathe, $60,000.00 for a particular computer apparatus

that tests wheel alignments. But in a home economics lab you have equipment in place for years.

I want to share another example of how others perceive us. A committee of superintendents in this province was meeting about the Family Life Curriculum, and they wanted someone from health education to come and talk to them. I attended. And one very nice superintendent said, 'Oh, What are you doing here?' And I said 'I am here to do a work shop.' He said, 'Well, why you? You are the home economics consultant'. I smiled at him. It took awhile to get the message across but what a teachable moment! The fact is that sociology looks at groups, psychology looks at the individual, but home economists look at the family, and we have the background for this area of study. Whether it is called family life or whether it is called home economics, that is our background. A number of home economics teachers were chosen to teach family life.

Let me talk about *image*. I have been a strong believer in having the name home economics. Now I am not so sure. Principals tell me that that is a stereotype. Couldn't we come up with a better name? That it really "puts off" the males. There is also the image that it is a female oriented content area. We don't always have the support we would like to have from the feminist groups and the women's groups because they have this wrong notion of what home economics is. What frustrates me...I have had some wonderful role models in home economics in my day. When I have attended conferences at the national level I have been amazed at how many closet home economists there are. They just don't let you know that they *are* home economists. I attended a national conference several years ago put on by the federal government, where I met three women who were dynamic. It was a wonderful conference and I thought these women were so in tune, so organized, so terrific! At breakfast one morning, the people who were the conference organizers asked me to join them. Several males from the funding agency were also present. I mentioned that I was a home economics consultant and a health consultant. After the gentlemen left, one of the conference organizers said 'My undergraduate degree is in home economics'. But she never admitted being a home economist in front of the others. Why do some home economists in positions of some power, suddenly hide their label? I wish we would all say..."I am Joyce (or Susan or whatever) and I'm a home economist". How do people in power know what we are like if we just hide our background. I would like us to be more open.

In terms of our program, I have to tell you that I am really thrilled about last year in Manitoba. We had 97,000 students in grades seven to twelve in the province. We are a small province in terms of numbers. One-third of all students in grade seven to twelve took a home economics credit last year, about 33,000. Out of the 33,000, one-third were male and some studied a high school course. About 1,500 in total that took a full credit of high school home economics - mainly foods and nutrition, or family studies. We had approximately four hundred males who studied a family studies credit. I believe that needs are being met.

What can we do then? This is what I hope that in the next day or so we will have a chance to talk about....*strategies*. I wish that in the undergraduate training our teachers would become more confident about taking on what they have to take on. I think of General Schwarzkopf when he

was asked 'how did you accomplish what you did, did you go around the Iraqi troops?' He said, 'we went around, we went over, we went under, we went above, we went through'. I think that our young people coming into teaching and those who have been there some time need strategies and skills for confronting the issues they have to face. I used to be painfully shy. People don't believe it now. But I used to be painfully shy...and you reach a tolerance point where one has to become quite political. You have to set up networks, and you have to make decisions as to where those networks are going to help the most. In terms of many of the Department/Ministry initiatives, I have a part. That takes me away from home economics to some degree but I think that it helps our cause. I can't monitor what every teacher is doing in every classroom but I can fight for home economics at the provincial level.

I don't know what I would do without the Manitoba Home Economics Teachers' Association. These teachers are what I would call the "cream of the crop" in terms of the people who volunteer to serve on the executive, who do all sorts of things out of hours and who are supportive. I am sure every province must have the same type of organization. And networks -- I think we have to know how to use them and when to use them. When you work for government, you are a civil servant and you have "no opinion". The networks can help win the war. Right now I see us at a real crisis point. Recently I said to one of the divisional staff where they were going to cut home economics: "Do you realize if you lose that facility (and they had child development, they had foods and nutrition, clothing and textiles) you will never get it back". Recessions come and go. We weathered one in 1982, maybe this year is difficult, but perhaps next year will be better. Why don't you put the decision on hold for a year or two.

I am looking to all the combined "grey matter" in this room over the next two days to help us sort out what we can do, to get the adrenalin going, and to discuss how home economics is progressing. What should I do? Develop a new course? What are some of the strategies that people in Alberta have used? The people in Ontario? I see this as a think tank to help all of us and I am really looking forward to hearing from all of you.

ISSUES AND DIRECTIONS FOR HOME ECONOMICS EDUCATION
COLLEEN GROVER, ALBERTA EDUCATION

WELCOME

Good evening, my name is Colleen Grover and it is indeed a pleasure to be here in Winnipeg with you this evening. When Linda and I began planning this symposium last spring we had no idea what the response would be. We sent out some eighty invitations and decided that if we did not attract twenty people we would cancel. I am pleased to report that forty four people registered for the symposium and that every province except Prince Edwards Island and Quebec is represented. I hope that this working weekend will be insightful, stimulating and rewarding for all of us as we listen and dialogue with our colleagues from across Canada about a field of study that is very dear to us -- Home Economics Education.

Like Linda and Joyce, I too have been active in various national and provincial home economics organizations over the last fifteen to twenty years. And I have heard and sat in on many discussions about home economics education, its purpose and directions. In fact, I distinctly remember sitting some thirteen years ago on a patio at the Banff Springs Hotel and talking with Linda and Carol McLean about these very issues. I'm not really sure why we didn't organize a symposium right then - perhaps it was because we were in the infancy of our careers, and didn't have the time or resources to do so. Or perhaps, it was because we were too shy to admit that we were even having these thoughts. After all, what would our administrators,a and university professors think if they heard us questioning the relevancy of home economics education. I know that I felt a bit guilty about questioning why I was teaching some of the things that I taught, because after all some one much wiser than myself had decided what and how home economics should be taught. I also though that those who were further along in their careers and in leadership positions had all the answers and would announce them at a conference or in a newsletter and we would not have to show our ignorance. After all who were we to questions the holy order of home economics. Well I don't remember any big announcement about home economics education - in fact, I can not remember the last time I heard anyone talk exclusively about the relevancy of home economics education at a teachers' conference. Yes, there have been many articles and talks about curriculum, teaching strategies and lesson ideas over the years. Occasionally there have been articles about the relevancy and purpose of home economics education to our students and society. Now I am one of the leaders of home economics education in Alberta, and I still have questions about food studies, clothing and textiles, and family studies and their place in schooling. However, I no longer feel guilty for having these thoughts because I know that others are struggling with these issues also. Hopefully this weekend will assist me, and I hope you too, to put into perspective where we have come from and where we are going as home economics educators. Now for some issues questions and possible directions based upon my observations, readings and discussions with educators in Alberta.

REFORM

The other day, in our staffroom, my director, another staff member and myself were having a discussion about Career and Technology Studies (CTS) and how the CTS vision statement and the curriculum pre-development work currently going on in Alberta compared to "The Rebirth of Vocational Education" talked about in the February, 1991 issues of The Kappan magazine. Career and Technology Studies is the name that Alberta is now using for what was formerly known as Practical Arts - home economics, business education, industrial education, vocational education, and work experience. As the discussion progressed we began to talk about educational reform, restructuring and revitalization and citing the different impacts each has had on education in general. According to Webster's New World Dictionary REFORM means:

- to make better by removing faults and defects
- put a stop to abuse and malpractice
- introduce better procedures
- improvement in conduct

RESTRUCTURE means:

- to plan or provide a new structure or organization

REVITALIZE means:

- to bring vitality, vigor, etc. back after a decline

REVISE means:

- to assess carefully and correct, improve or update where necessary

The 1987 Alberta Junior High School Home Economics curriculum is an example of curriculum reform. We removed any of the faults and defects of the previous curriculum and introduced a new teaching strategy - Student Managed Learning. We did this because we read, studies, and talked to teachers and concluded that our previous teaching focus was too narrow, too specific and had too much depth. What we developed was a curriculum that focused on the process of preparing or making a product, rather than on the end product itself. Then we reformed the method delivery by introducing a method of teaching developed by the home economics team at the Calgary Board of Education - Student Managed Learning. We also knew from the research and from the talking to the students that we needed to allow for more individual creativity and that students needed opportunities to manage time and resources to a greater degree than they were presently doing. What we developed was a more flexible curriculum that still emphasized standards but also took into account the capabilities and developmental levels of the student to a greater degree than before.

I believe that at university we were taught to emphasize standards and strive for perfection and that this has been a detriment to our image and profession. The perfect muffin, and our obsession with perfection in sewing

projects has driven many a student from our classroom in frustration because they could not meet the standards. I am not saying that we should eliminate standards, but I am saying that standards should be looked at in relation to the developmental ability of the students and that the process of preparing the product is far more important than the end result. Is it really important that a muffin not have tunnels, be pebbly rather than smooth on top? Or is it more important that the student knows that a muffin is nutritious, is a good choice for a snack and that getting along with the other students during the making and baking of the muffins are the same skills employers are looking for in successful employees? I now thank that we made an error when we developed the junior high curriculum, we should have made Student Managed Learning the method of delivery for the program. Because, I predict a similar method of delivery will be at the root of all CTS curriculum development in Alberta. And those teachers who are not already teaching Student Managed Learning or a modification there of, will find the format of the proposed curricular change very threatening.

UNIVERSITY AND TECHNICAL SCHOOL TRAINING

I was most pleased the other day when I heard that the Faculty of Home Economics at the University of Alberta had not been closed because of budget cuts. About five days later I was very concerned when I heard that next year it would be closed and become a department in a yet to be named faculty. As I thought about what this might mean to home economics education and home economics in general in Alberta and Canada I also thought about what the teacher researchers for CTS pre-curriculum development were reporting to me, their project manager. The clothing researcher reports that the clothing teachers are saying that the construction techniques being taught at the university are dated and inefficient and that we should consider taking our sewing training at a technical school. and take textile theory, history and psychology of clothing et. at the university. Some universities no longer teach basic typing but still require their business education students to complete a course in basic typing for graduation (the students take the course at a technical school). I predict that the same will soon be required of home economics students. What exactly this will mean for home economics education and pre-service training remains to be seem.

PROGRAM OR CONTENT

Would there be an impact if we took home economics out of the curriculum altogether? In many circles home economics is no longer considered wholistically. At the school level it is found in other subjects like health, guidance, and science. Often these courses are mandatory, home economics is not. Why are we not celebrating that more students are now being exposed to our course content. Should we not stop complaining, and offer to teach these courses instead of social studies or language arts for example. I look forward to discussion about this issue this weekend.

FAMILY FOCUS VERSUS HOME FOCUS

Let us also consider our focus on the family. Is it appropriate in today's world to focus on the family? Reality in society has become very diversified, and home economics, though changing, is still very traditional. Perhaps our focus should be the home and its relationship and relevancy to society. Currently many small businesses are being run out of the home. Some people are choosing to work two or three days a week at home and communicate with their employer and public through electronic means. The home has been and will continue to be seen as an instrinsic part of urban and rural life. Somewhere, in some curriculum, we need to address what is relevant to the operation and functioning of a home in the broadest sense. As home economics educators are we not the most qualified to teach about the home? If we were to assume this role how would home economics education change? How would we have to reform our curriculum?

STEREOTYPING

Changes need to be made regarding typical gender stereotyping that is associated with home economics. We need to ask ourselves why so few men enroll in home economics courses at the high school and university level, and what are we doing in our schools to help eliminate this stereotyping? We promote co-educational classes, which is positive, but then we teach from a female orientation. We reinforce unconsciously gender differences, because of our orientation. We are trained by females in a typically female dominated field of study, and we do not often promote it as a career for males. Are we caught in a self perpetuating cycle, I hope not.

SKILL DEVELOPMENT

We need to be a subject areas, where skill development is seen to transfer to more aspects of life,other than cooking and sewing. Home economics is incredibly useful and relevant for developing problem solving and thinking skills. It is a great subject for teaching management and organization skills and language development in our increasingly diverse and multicultural society. Teachers and administrators report that because of the modular curriculum, hands-on experiences, interactions, and decision making, that occurs in our classrooms during individual or group activity there is an acceptance by new Canadians of the prevailing society. For young adolescents home economics is very important as it provides hands-on learning opportunities that are different from those encountered while using mathematics manipulatives. Home economics hands-on experiences expand the kinesthetic sense, and develop self discipline. For example you can not make a better pie crust or bound buttonholes unless you develop better psychomotor skills. And psychomotor skills are refined through self-discipline. We must increase our emphasis in these areas.

I look forward to the following two days, to discussing these and other issues with you. Thank you and I hope you enjoy the symposium.

CAREER AND TECHNOLOGY STUDIES:

A HOME ECONOMICS PERSPECTIVE

JACQUELINE SKYTT
PROGRAM CONSULTANT
CURRICULUM BRANCH
ALBERTA EDUCATION

This paper will discuss the dynamic situation of home economics education in Alberta. To set the context for these changes, I will briefly describe the current home economics curriculum and the recent and predicted future trends in society, the economy and education. From this perspective, the overall vision for Career and Technology Studies, and specifically the proposed home economics curriculum, will be explained. Changing curriculum philosophy and content bring implications for students, teachers and school systems. This paper will conclude with a brief discussion of the program development cycle.

HOME ECONOMICS IN ALBERTA SCHOOLS

Home economics is offered at both the junior and senior high levels in Alberta. The present Senior High Home Economics Program was implemented in 1984. Home economics at the senior high level (Grades 10, 11 and 12) is offered as three distinct courses; clothing and textiles, personal living skills and food studies. At each grade level these courses are available for 3 (75 hours), 4 (100 hours) or 5 (125 hours) credits.

Student enrolments in senior high home economics courses since 1982-83 have experienced a slight drop. A comparison of the percentage of total high school enrolments between the two school years 1982-83 and 1989-90 yields the following figures:

	1982-83	1989-90
Food Studies	12.2%	11.8%
Clothing and Textiles	4.2%	3.2%
Personal Living Skills	2.9%	1.9%

* Source: Alberta Education Annual Reports 1982-83 and 1989-90

Each program is comprised of 25-hour modules some of which are designated core and others as elective. The teacher plans each course, using the core modules at that level and one, two or three elective modules depending on the credits (hours of instruction) offered. In general, school systems choose to offer home economics courses based on student interest, teacher timetables and availability of a laboratory and equipment. In smaller high schools, home economics courses may not be offered because the school does not have a suitably trained teacher and/or an appropriate facility. In large schools, home economics courses may not be offered because there is very little or no student interest.

The curriculum rationale for all three senior high home economics programs focuses on the development of knowledge, skills and attitudes that can improve personal and family living.

> Home economics is an interdisciplinary study of the laws, conditions, principles and ideals concerned with people's immediate physical environment and their nature as social beings. It particularly focuses on the relationship between the two for the purpose of improving the quality of people's daily lives.
>
> Home economics education contributes to the development of individuals and the family as functioning units of society by increasing knowledge and skills that can improve personal and family living. It provides experiences which will develop attitudes, skills, understandings and techniques essential for the maintenance and improvement of family living and which will be of value in work situations. The courses stress knowledge and skills that will create an awareness that the decisions one makes affect the quality of one's life.[1]

Given this rationale teachers appropriately teach curriculum content with an emphasis on achieving a desired response. "The general objectives are clarified by means of specific statements of behaviour that the student is expected to show as an indication of a learning outcome or end product of teaching. Learning outcomes (end products) include knowledge, understanding, thinking skills, performance skills, communication skills, work study skills, social skills, attitudes, interests and appreciation."[2]

The prescribed curriculum content was intended to improve the quality of personal and family living. The modules and corresponding content sequence through the life cycle stages; from focusing on the student as an adolescent through to their future role as a family member, married, with children and later as a senior. The underlying assumption seemed to be that the students' future lives would certainly include marriage, children and a home.

The three senior high curriculums are noticeably deficient in career information, although there is one 25-hour elective module titled "Work Study" in each program. The work study module however, does not have any prescribed student objectives listed in the curriculum document. In the teacher guidelines for work study, work study is described as employment undertaken by a student as an integral part of an approved school course which is under the cooperative supervision of a teacher-coordinator and the employer.[3] Regulations pertaining to work study are contained in the Senior High School Handbook, Alberta Education.

The junior high school home economics curriculum (Grades 7, 8, 9) was implemented in 1987. Home Economics is one of seventeen programs that may be offered in the 225 hours allotted to complementary courses. School systems have a great deal of flexibility in the way in which they can program complementary courses.[4] With respect to home economics, the program offerings between schools vary from as little as 25 hours to as much as 100 hours of instruction per grade level. The majority of schools offering home economics provide students with 50 to 75 hours of instruction at the Grade 8 and 9 levels. The Junior High Home Economics Program is organized into twenty-seven modules divided into three different levels and three speciality areas; family studies, food studies, and clothing and textiles.[5]

When the "new" Junior High Home Economics program was implemented in 1987 it represented a change from the concept-based curriculum to a curriculum based on the management process. The junior high curriculum rationale explains how the traditional home economics philosophy is applied using the management process to prepare students for a society of social and technological change.

> Home economics education helps students learn concepts and develop attitudes and skills that lead to improving the quality of their lives by focusing on the nature of the changes and challenges that individuals and families experience in daily living. They learn how to manage their lives by making choices and decisions about human relationships, material and non-material resources. Students practise a management process in a laboratory setting through the context of family studies, food studies, and clothing and textiles studies.
>
> We are challenged with ever-increasing social and technological changes in society. Therefore, in home economics education students are not limited simply to receiving information. Instead, they are actively involved in a management process which provides them the opportunity how to learn to use information in directing their daily lives. They have the opportunity to become lifelong learners who are adaptable and flexible during changing times.[6]

Within this framework home economics teachers are asked to structure learning experiences for students that incorporate the management process. Students should have opportunities to apply the skills of decision making, problem solving and analyzing in the context of relationships, family, food, clothing and shelter. The instructional emphasis is shifted from producing the perfect product to applying problem-solving and decision making skills in realistic daily living situations. "Process teaching/learning emphasizes the "how" of learning rather than the content, products or projects. The "how" of learning is reinforced in home economics laboratory settings, where the environment can be controlled, by requiring students to practise the management process".[7] This shift in approach from product to process has not been effectively transferred to the senior high level because the curriculum has not been revised since 1984.

SOCIETAL TRENDS

Education, specifically the curriculum and instructional approach, is influenced by the changing events and needs of society. A number of changes are occurring in society, which affect the present and future life of students attending school. Demographic and economic trends are influencing the population growth, the movement of people; changes in family structure, and gender roles.

A. Slow Population Growth and an Aging Population

Canada is an aging nation. One quarter of our present population are the so-called "baby boomers" and, as they reach retirement, there will be a significant impact on the tax and health care systems. With the current fertility rate of Canadian women at 1.66 children, the population could decline after it reaches 3.1 million. As a result of these trends, it is predicted that a large proportion of retired people will be straining the resources of a smaller working population.[8]

B. Changes in Family Structure and Gender Roles

While Canadians still live in families, the concept of what constitutes a family has changed. "Family" is no longer defined as a father, mother and children, but also applies to couples with no children, single parent families and blended families. Over four times as many single parent families are headed by females as males, but the number of single male parents is increasing. The poorest families are those headed by single women.[9]

The average earnings of women employed fulltime in 1987 was $21,000, up from $19,500 (in constant 1987 dollars) in 1975. Over the same period, average earnings of men dropped from $32,300 to $31,900. For women, those with the highest levels of education are most likely to be employed. In 1988, 76% of women with a university degree were employed, 69% with a post-secondary certificate or diploma, and 62% with some post-secondary training were employed. As well, 52% of women with some high school education and 22% with less than Grade 9 work outside the home.[10] The statistical trends indicate that women are more likely to be employed now than they were in 1975, and that the number of single female parents is continuing to rise.

C. Career Trends

Canada has clearly moved into the information age, and the impact of technology is changing the workplace and virtually every aspect of our society.[11] Industry stresses

that if students are to cope with this rapidly changing society they must become independent thinkers, capable of rapid and astute decisions. Industry wants workers who have a broad base of generic skills and who are flexible and can adapt to changing situations.

D. Education Trends

Over the past decade educational reforms have been aimed at increasing the academic standards of Alberta's schools. Policies implemented as a result of the Secondary Education Review have increased the number of required courses for a high school diploma. Consequently students today have few unspecified credits with which to enrol in complementary subject such as home economics This has resulted in a slight drop in home economics enrolments in the senior high level as discussed earlier in this paper. As well as changes in policy the public's perception of education seems to have changed. High numbers of parents and students seem to be associating "success" with a university degree as more students are enrolled in the Advance Diploma program in high schools with a goal of university entrance. Unfortunately, the universities have experienced significant funding problems and have imposed quotas and increased entrance requirements in an effort to control costs. There is increased competition and fewer placements available for students entering university. As well recent research shows that more students are entering the workforce directly after high school. Clearly the challenge for educators is to communicate the exciting and rewarding career opportunities that are available in the practical arts areas and to provide students with the knowledge, skills and attitudes which will help them to be successful in their chosen career.

THE VISION FOR CAREER AND TECHNOLOGY STUDIES

Secondary education in Alberta is responding to the many challenges of modern society. The trends described earlier are only a small segment of the challenges that bring

an increased significance to the role of secondary education. The goals of secondary education have been appropriately adapted to help students develop daily living skills as well as to nurture a flexible, well-qualified work force. Career and Technology Studies, as a complementary program, is an important part of secondary education. The established programs of business education, home economics, industrial education have been combined under the new framework of Career and Technology Studies.

In June 1985, the Government of Alberta presented it's policy statement on Secondary Education in Alberta. This policy sets a new challenging direction for improving secondary secondary education - a new direction which forms the basis for an education system committed to excellence. Since the adoption of the Secondary Education Policy, the English, social studies, mathematics, and science programs have been reviewed and new curricula developed and implemented. In 1988, the Practical Arts Review was initiated. This review examined the home economics, business education, industrial education and vocational education, with the goal being to propose new directions for the existing practical arts program that ensure the best possible programs for Alberta's secondary students. In order to achieve this goal, the practical arts review established three sub goals:

1. to ensure the relevance of the programs
2. to promote equity of access, and
3. to enhance the credibility of the programs.

The review was not limited to the educational community. The role schools play in preparing youth is an issue that extends well beyond the education community to include parents, business and industry, social agencies and other government departments. Input from these key stakeholders groups was included in the review, as well as, an extensive research study. The resulting document, A Framework for Change, proposes the new directions for practical arts and a new name, Career and Technology Studies.

The new name, Career and Technology Studies, expresses the intent of the revised program and more effectively communicates the program objectives than "practical arts". The two key concepts, career and technology, reflect a broad, interactive application of WHAT we choose to do in our lives and HOW we choose to accomplish those activities and goals. Career is defined as the sum total of a person's paid and unpaid experiences.[12] This definition is consistent with the one used by Alberta Career Development and Employment and Immigration Canada. This is also the definition that students learn in their compulsory health and career and life management courses. Technology is defined as the technical means to attain human purpose and links the critical thinking skills with the tools, management and the processes of technology to attain a desired outcome or solve a problem. The name Career and Technology Studies supports the philosophy of home economics education and provides exciting opportunities for expanding present program content.

Traditionally, home economics programs in Alberta have focused on the development of knowledge, skills and attitudes that can improve personal and family daily living. Within the new framework of Career and Technology Studies, the development of knowledge, skills and attitudes which contribute to a person's paid and unpaid careers is basic to the philosophy of all the courses. The new name gives increased credibility to developing daily living skills and those "unpaid" skills which contribute to the improving the quality of family life. Home economics teachers should recognize this as an acknowledgment of the important role home economics plays in the education of Alberta's students. As well, this definition of career provides home economics students with exciting, new opportunities to develop knowledge, skills and attitudes in the context of a paid career or occupation. Students who's interests and aptitudes are in the area of home economics will now have the opportunity to study occupations in which they can be successful. Presently, home economics programs only briefly address possible occupations available to students. This aspect will be increased in all the home

economics programs by providing students with occupation information and cooperative education experiences in the field of home economics. The present home economics programs also fit within the new definition of technology.

Technology as it is used in Career and Technology Studies includes three aspects; the use of tools, the management of resources and the thinking process need to achieve a desired purpose. The present junior high home economics curriculum uses a similar approach called the management process. The home economics management process includes decision making, problem solving, and analyzing. Using this management process the student applies decision making to define the problem, assess resources, and identify, assess and select alternatives. The decision is then extended into the action stage of problem solving where the student develops an action plan and implements that action plan. The final step involves analyzing or evaluating the parts of, or the entire decision-making and/or problem-solving components. The definition of technology is consistent with the management process being used in home economics. The tools of technology are one of the resources available to solve a problem, the management of resources is basic to developing and implementing a solution and, the thinking process are applied in decision making, problem solving and analyzing of the end result. Within the new framework of Career and Technology Studies, home economics programs will be strengthened and enriched to providing students with new and expanded learning opportunities.

The philosophy for Career and Technology Studies forms the base for new curriculum development in the proposed areas of study and subject strands. The philosophy and rationale for Career and Technology Studies is stated below.

> Career and Technology Studies combines thinking processes and concrete experiences in as realistic and environment as possible, helping students to develop skills, knowledge and attitudes to meet, with confidence, the challenges of daily living and the world of work and to manage technology efficiently and effectively.[13]

Curriculum will be organized into areas of study, subject strands/courses and essential and elective modules. Student learning expectations will be organized into basic, transferable and career-specific skills, knowledge and attitudes, using technologies and resources available within the community.

Career and Technology Studies will offer students a wide range of course selections. Within personal, family, community and workplace contexts, students will have the opportunity to select courses that develop and cultivate their individual talents, interests and abilities. Students will build daily living skills, investigate career options and prepare for entry into the workplace and related post-secondary programs.

Courses in Career and Technology Studies will help students build confidence and promote flexibility and creativity. Students will recognize how the competencies they develop can transfer to and complement a wide variety of personal goals and career paths that will be relevant for the next decade.[14]

HOME ECONOMICS AS PART OF CAREER AND TECHNOLOGY STUDIES

Home economics, as part of Career and Technology Studies, will undergo some significant and exciting changes. At the senior high level, home economics concepts will be incorporated into six proposed course strands: family studies, food studies, fashion and design studies and, in a more general way, in tourism studies, design studies and living environments. Within each course, modules will be designated as required or elective. Essential modules will contain specific learner expectations that address the basic knowledge, skills and attitudes of that particular area of study. Elective modules will contain specific learner expectations that address the transferable and career-specific knowledge, skills and attitudes.

Modules will be grouped according to their context; personal use/daily living, family and community, and career options/education. Schools will choose which elective modules to offer considering a number of factors including; student interest, teacher expertise, school and community resources. Each module will define linkages with other modules within the same strand (course), with other areas of study and strands, and with other core and complementary courses. Student entry-level and exit-level competencies will be defined for each module.

Using these defined competencies, teachers will choose modules that are appropriate for individual students. Students who can demonstrate the competencies of a module will not take that module but move on to a module of higher learning. In Fashion and Design, for example, a student may have had the opportunity to develop proficient dressmaking construction skills. This student would surpass basic construction and dressmaking modules and be offered modules dealing with a higher level of construction, such as tailoring or pattern drafting.

Program flexibility will be increased by developing new modules for each course which will complement existing modules, and broaden the scope of the course. The present senior high home economics modules focus on personal and family contexts. The new home economics programs will be strengthened in the areas of community and career. Community focused modules will address the concepts of leadership, voluntarism, organizing and carrying out activities, and promoting community identity. Career modules will focus on developing entry-level competencies, cooperative education experiences, and investigating a wide range of career opportunities. As well as having more modules to choose from, students will have the option to "mix and match" with modules from other strands and areas of study. If a student's career goal is to work in clothing design, that student could individualize their program to add fashion illustration from Design Studies and fashion promotions from Marketing/Retailing Studies. A student in Food Studies who is interested in restaurant management may want to select modules from Business Management and Tourism Studies.

Conclusion

Curriculum development in Career and Technology Studies began September 1990 with two courses. Over the next five years, all the proposed courses will be developed and implemented The program development cycle contains five stages; needs assessment, initial program proposal, development, validation, authorization, implementation, maintenance and evaluation. Each course will be developed and implemented using this cycle as a framework. At appropriate places in the program development cycle teachers, members of the business/industry community, post-secondary institutions and other governments departments will be involved. The key principles which will guide curriculum development are to:

- provide practical learning experiences
- develop life skills and prepare for a career
- simulate home and work environments
- reinforce core courses
- intergrate work experience education
- build confidence and self-esteem.15

Secondary education in Alberta, as in many areas of the world, is in a period of significant change and renewal, responding to the many influences and demands present within our society. In Alberta, government and educators agree that the aim of education is to develop the knowledge, skills and attitudes of individuals, so that they will be self-confident, capable and committed to setting goals, making informed choices and acting in ways that improve their own lives and the life of their community.16 Under the new Career and Technology Studies program, the opportunities for students in home economics courses will be strengthened and expanded. Home economics will continue to provide students with the opportunity to develop daily living skills for improving the life of individuals and families.

New modules will provide students with the opportunity to develop knowledge, skills and attitudes which will be transferable to further education programs and careers in the workplace.

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CAREER AND TECHNOLOGY STUDIES

VISION FOR ALBERTA'S SECONDARY PRACTICAL ARTS

Secondary education in Alberta is responding to the many challenges of modern society. These challenges bring an increased significance to the role of secondary education as it sets new directions to meet student needs, helping young people develop daily living skills and nurturing a flexible, well-qualified work force.

While many students will continue their education when they leave high school, many others choose to enter the work force. All must deal with the challenge of increased independence and responsibility. This vision recognizes the important responsibility of secondary schools to help students move into adult roles, into the workplace and into further education programs.

Career and Technology Studies, as a complementary program, will be an important component of junior and senior high school education. Within personal, family, community, and workplace contexts, all students will have the opportunity to select courses that develop and cultivate their individual talents, interests and abilities, and assist them in:

- building daily living skills
- investigating career options, and
- preparing for entry into the workplace and related post-secondary programs.

Students will have the opportunity to link theory and practice, associating and extending the knowledge, skills and attitudes developed in core courses within a practical, personally-relevant context.

Basic, portable, and career-specific skills, knowledge and attitudes will be delivered through "hands-on" applications, using technologies and resources available within the school and community. Expanded delivery strategies will support more equitable access to the programs throughout the province.

Courses in Career and Technology Studies will help students build confidence and promote flexibility as they achieve program goals. Students will recognize how the competencies they develop can transfer to and complement a wide variety of personal goals and career areas that will be relevant for the next decade.

Students will be encouraged to work independently and in teams. They will manage available learning resources, technologies and processes responsibly and efficiently.

Students will be challenged. Expectations for student achievement will be consistent with entry-level standards set by business/industry and post-secondary institutions. Assessment practices will clearly communicate students' competencies and accomplishments.

To ensure that the programs are relevant, that the standards for student assessment are appropriate, and that access to the programs is expanded, business/industry and post-secondary institutions will be invited to assist in the development, validation and implementation of the programs.

Curriculum for Career and Technology Studies will be developed with a common rationale, philosophy, general learner expectations and structural framework. Curriculum will be organized into areas of study, subject strands, and core and optional modules, each of which will have required and elective learning expectations. This structure will facilitate local program planning and make optimum use of available school and community resources to meet the needs of students and communities.

This vision consolidates and redirects the strengths of Alberta's present junior and senior high school business education, home economics, industrial and vocational education, special projects and related partnership programs.

PRELIMINARY PROGRAM ORGANIZERS

AREAS OF STUDY	PROPOSED STRANDS/COURSES	PRESENT PROGRAMS TO BE INCLUDED	NEW TOPICS TO BE CONSIDERED (Preliminary List)
Personal and Community Studies	Health Services Family Studies Food Studies Tourism Studies Cosmetology Legal Studies	health services, beauty culture, personal living skills, food studies, food preparation, law	child care, parenting, seniors' care, accommodation, travel, events and attractions, community services, leadership
Communication Studies	Visual Communications Media Technologies Presentation and Communication	visual communications, business communications, theatre arts, TV crafts, electronics	media technologies, presentation skills, negotiations, space technology fibre optics
Management and Promotion Studies	Business Management Marketing/Retailing	basic business, office procedures, marketing, retailing, commercial art	telemarketing
Information Management Studies	Information Processing Financial Management	typewriting, word processing, computer processing, notetaking, dictatyping, accounting, recordkeeping, business calculations	investments, family finances, telecommunication
Design and Innovation Studies	Design Studies Fashion and Design Living Environments Enterprise and Innovation	clothing and textiles, drafting, fashion and design	entrepreneurship, product design, living environments
Construction and Fabrication Studies	Building Construction Metal Construction Electricity	welding, electricity, building construction/maintenance, piping, sheet metal, building sub trades, machine shop, plastics	energy and efficiency, fastening technologies, fabrication materials
Transportation Studies	Mechanics Autobody Transporting Goods Transporting People	automotives, autobody, related mechanics, principles of technology	agricultural mechanics, recreational vehicles and equipment, space technologies
Natural Resource Studies	Agriculture Management Environmental Management Energy Management	agriculture, forestry, horticulture	land and life, environment, animal management, energy sources

Areas of study – grouping that involves similar basic, portable and occupation-specific skills.
Strand – grouping of modules within a career area (personal life and work life).
Course – 3 or more modules linked according to established parameters.

HOME ECONOMICS EDUCATION IN ALBERTA: A VISION FOR THE FUTURE

By Jacqueline Skytt, Eileen Hause Spillett,
Lynne Duigou and Helene Unger

Across Alberta, there is much discussion of educational priorities and change for the future. In adjusting to the high-technology age that is upon it, society is concerned about the effects of high unemployment, limited resources and family crisis. Given these profound societal changes, educators must question the kind of knowledge and skills that will be essential for Alberta citizens in the future. What kind of knowledge will be relevant? How can educators best prepare students for the workplace of the future? How can they teach students the necessary daily living skills needed to cope in this changing society?

The Home Economics Council of the Alberta Teachers' Association is the professional group that has represented home economics teachers in Alberta since 1961. The council has a current membership of 446 and maintains contact with other home economics professionals in Alberta and across Canada. The council is committed to improving the quality of home economics education in Alberta by undertaking such activities as holding professional inservices, publishing a professional journal and newsletter and speaking on behalf of home economics teachers.

PART A: THE IMPORTANCE OF HOME ECONOMICS EDUCATION IN ALBERTA SCHOOLS

Home economics education has been a part of education in Canada since 1668 (Bevier, 1924). It was originally a method of preparing young women for their role as homemakers, but, through the years, home economics changed to match changes in society. Today it teaches life skills essential to both male and female students as they learn to cope with the challenges of daily life in a complex technological society. Home economics translates the advancements of science and technology into practical knowledge useful in everyday situations. The Home Economics Council supports the rationale for home economics education contained in the 1987 edition of the Junior High Home Economics Curriculum Guide:

> Home economics education helps students learn the concepts, develop attitudes and skills that lead to improving the quality of their lives by focusing on the nature and challenges that individuals and families experience by daily living. They learn how to arrange their lives by making choices and decisions about human relationships, material and non-material resources. Students practice a management process in a laboratory setting in the context of family studies, food studies, and clothing and textiles. We are challenged with ever-increasing social and technological changes in society. Therefore, in home economics education, students are not limited simply to receiving information. Instead, they are actively involved in a management process which provides them the opportunity to learn to use information in directing their daily lives. They have the opportunity to become lifelong learners who are adaptable and flexible in changing times.

The role of home economics educators is to present an educational and preventative approach that will enable individuals to function within their own strengths (Vickers, 1986). Home economics teaches students how to find solutions for present and future problems that they may face as individuals and/or as members of a family unit. Since its inception, home economics has played a vital role in keeping the family and other institutions in society strong (Jax, 1986). All known cultures have a familial unit; the family will undoubtedly continue to be the most important source of support for the individual in the future. Home economics is uniquely valuable because it is the only course that teaches life skills from the perspective of the individual as a member of a family unit.

PART B: BENEFITS OF HOME ECONOMICS EDUCATION TO PRESENT AND FUTURE ALBERTANS

1. THE DEVELOPMENT OF CRITICAL THINKING SKILLS: Home economics has a rich curricula that incorporates value reasoning, practical reasoning and critical thinking. The problems students encounter in the classroom require them to clarify and analyze factual information and values; hypothesize about alternatives and consequences; and act on, reflect on and redefine the problem in a continuous cycle. The junior high home economics curriculum has changed from being content centered to being process centred. This approach prepares students to better adapt to the demands of life in future society. The current knowledge explosion in society has made it almost impossible to maintain a knowledge base, but the accompanying high technology has made it easier for everyone to have access to computers. A process-oriented curriculum, such as the junior high economics curriculum, teaches students the kind of critical thinking and decision-making strategies that they need to make the best use of the knowledge to which they have access.

The home economics educator becomes a facilitator who provides students with opportunities to consider problems in daily living before actually encountering these problems in their own lives. The home economics teacher also helps students to move beyond classroom activities to action in their daily lives. Simulations, case studies, role playing, applied thinking and decision-making situations give the sstudent the opportunity to test theories and experience the consequences in the safety of the classroom. Students are encouraged to take responsibility for, and evaluate, their decisions in terms of themselves as individuals, family members and members of the larger community. With enriched knowledge and the ability to think logically and analytically, students gain the positive attitudes and self-confidence necessary to cope with future unknowns.

2. COMPLEMENTING THE BASIC: Home economics is the practical application of concepts, skills and knowledge taught in core curricula. Students, including those who have difficulty in school and who are potential dropouts, may find the practical methods used in home economics more relevant to them in their learning. In home economics, students learn daily living skills as well as "the basics". For example, students learn and apply <u>mathematics</u> concepts as they learn to measure, draft patterns, budget, be better consumers and manage time. Students observe and learn such <u>science</u> concepts as emulsification,

liquification, vaporization and fusion, nutrition, digestion, pregnancy, fetal development, puberty and aging. Students learn and apply English-language arts concepts when they read recipes, interpret directions, write children's stories and research and report on ethnic cultures, food habits and customs. Students also learn about social sciences when they study such cultural practices as dating, marriage and parenting. Students need a balance between theory (which they get in knowledge-based classes) and activity (which they get in process-oriented classes). Home economics provides such a balance: students can apply the knowledge they have learned in other disciplines to everyday situations within the context of the family.

3. TOLERANCE AND UNDERSTANDING: Home economics helps students to become more tolerant and understanding. As technology causes the world to shrink, children must be taught the importance of getting along with people from other races and religions (Caissy, 1986). What better opportunity than the home economics class? Because most classrooms contain students from different cultural groups, students learn to understand and accept cultural difference in daily life. During home economics class, students share family traditions and cultural experiences with each other. Students gain an understanding and tolerance of cultural differences. Home economics students can begin to make the connections between the classroom, their community and their world.

4. PREVENTATIVE EDUCATION: By strengthening the individual within the family, home economics can strengthen the family unit and help to reduce the rate of serious social problems in society. Like many western societies, Alberta has experienced an increase in such social problems as dysfunctional family, teenage pregnancy, substance abuse, drunken driving and suicide. Preventative education is recognized as one of the best tools to combat social problems. Home economics students study the causes and effects of, and solutions to, social problems. They learn constructive ways to deal with emotions, stress and conflict by practising using such coping skills as assertive communication, conflict resolution, and stress-reduction. Students also study such family issues as abuse and neglect, alcoholism, aging, suicide and grieving. Having an understanding of the issues, preventative measures, coping strategies and sources of support can help students act responsibly both now and in the future. Today young people are confronted with major responsibilities and opportunities to be independent at a much younger age. Home economics students develop positive self-concepts through successes in the classroom; these positive self-concepts help them to deal effectively with the stresses of life. Though some of these topics are dealt with in other courses, they are handled in more depth with these sensitive issues in the context of the family, thereby encouraging open communication between students and their families.

5. THE CHANGING FAMILY: Home Economics is the only curriculum area for youth which focuses on developing knowledge and skills for the work of the family. Society is experiencing the emotional and financial implications of marriage breakup. In the past 25 years, society has changed greatly: a variety of living arrangements, gender roles and relationships characterize the modern "family" (Nickols, 1988). These diverse family situations place unusual demands on family members: students with single parents or whose parents both work are often expected to care for younger siblings and prepare

family meals. They often do not receive much or enough support for school success. Home economics students are in transition between the families into which they were born and the families that they will form in the future. Fifty percent of single-mother-led families are poor and about 15% of all Canadian families live in poverty. Children from such families through Home Economics classes can be taught skills with which they and their families can gain maximum benefit from their limited financial and personal resources. The need for these students to learn child care skills is important when we realize that a child's needs can not be met by just anyone who cares to offer their services as a child care provider.

6. THE ELDERLY: By the year 2000, the elderly (people over the age of 60) will make up 12.4 percent of the population in Alberta (Directions to 1990). Home economics students are taught to see past sterotypes about the elderly. They are encouraged to plan for their family's aging by building support networks that can be used in times of crisis and grief. Students are also taught the importance of planning financially for retirement. In addition, they learn about the family life cycle and about coping with such changes as the transition from being a working adult to retiring. The elderly are not a homogeneous group: some are very active while others are not; some adjust easily to retirement while others search for a meaningful existence. Home economics can prepare students for careers in nurturing and providing home support for the elderly.

7. THE WORLD OF WORK: Home economics teaches students generic skills that are valuable in the world of work. Both women and men need skills to become successful in their careers. Some of these skills are taught in home economics. Students learn communication and management skills, which are valuable in any work setting. They also acquire the basic knowledge and skills needed to enter post-secondary institutions. Alberta' three universities recognize the value of home economics courses; these courses can be used to meet the entrance requirements of many faculties. As well, students can enter college and earn diplomas that will qualify them for careers in the fashion industry, the hospitality industry and in health and care-giving occupations. As the Alberta government seeks to diversify the provincial economy, more jobs will be created in the manufacturing, tourism, hospitality and fashion industries. Home economics teaches students generic skills but more than that it teaches students the skills necessary to make them decision makers not just the skills to solve a certain kind of problem. Besides providing skills and knowledge for the present and future work force, home economics helps shape the family support system needed to produce healthy, productive employees. Home economics provides both men and women with the knowledge and skills needed to create the highest quality of life for their families. This knowledge base includes values clarification, resource management, consumer education, housing, food and nutrition, child development and interpersonal relationships. In addition to being essential in family life, such knowledge can be transferred to the world of work, especially to occupations related to home economics.

8. SPECIAL NEEDS: Special needs students, the handicapped, the disadvantaged, the immigrants, all benefit from instruction in home economics because it has a relevancy to everyday life and is instantly put into practice.

PART C: HOME ECONOMICS AND THE GOALS OF BASIC EDUCATION IN ALBERTA

The present home economics curricula correlate very closely to the goals of schooling outlined in Partners in Education (Alberta Education, 1985). Each of these goals is listed below and is followed by a brief description of how it is being achieved in home economics.

1. Acquire basic knowledge and develop skills and attitudes in mathematics, the practical arts and fine arts, the sciences, and the social studies (including history and geography), with appropriate local, national and international emphasis in each. The daily living skills of child care, food and clothing acquisition, preparation and provision of food, money management, resource management, consumer skills and family communication are taught in the present home economics curricula.

2. Develop the learning skills of finding, organizing, analyzing and applying informaiton in a constructive manner. Home economics translates the technological advancements of science into useable information for the student, who then applies that knowledge in a variety of learning activites. the process model incorporated into home economics curricula encourages the students to organize, apply and evaluate this knowledge through practical experiences.

3. Acquire knowledge and develop skills, attitudes and habits that contribute to physical, mental and social well-being. Home economics students learn about the physical, mental and social needs of the individual and how those needs are best met. They learn nutrition theory, the implications of substance abuse, the importance of physical fitness, stress management, decision-making skills, problem-solving skills and coping skills. Students learn the daily living skills necessary to improve their quality of life both now and in the future. By applying this knowledge in the classroom, students will develop attitudes and habits that will contribute to their well-being.

4. Acquire knowledge and develop skills, attitudes, and habits required to respond to the opportunities and expectations of the world of work. As they prepare projects in home economics, students are accountable for the time, money and energy that they spend. By being made accountable for the resources that they use, students learn to see the consequences of their actions. Students develop organizational habits: they learn to dove-tail activities, to organize their work in sequential steps, to plan ahead to reduce steps and to maintain a neat, organized work area. All of these skill are highly valued in the world of work.

5. Develop the ablity to get along with people of varying backgrounds, beliefs and life-syles. Studying different cultures is an integral part of home economics. Students prepare and eat foods from different cultures.

They come to appreciate the beauty and uniqueness of different styles of clothing. Studying families around the world gives students an opportunity to compare their own culture to the cultural habits and traditions of others. By so doing, students come to regard cultural differences as positive attributes of a person's heritage.

6. Develop self-discipline, self-understanding and a positive self-concept through realistic appraisal of one's capabilities and limitations. Home economics students are required to appraise their abilities every day. They critically evaluate laboratory products that they have prepared and receive feedback from fellow students and their teacher. The process method used in home economics requires students to interact with their peers thereby increasing their understanding of themselves. They also gain a positive self-concept as they learn to use new skills successfully in the home economics classroom.

7. Develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and society. Home economics students study traditions and learn how to apply them meaningfully to future stiuations. Students examine traditions to see how they have evolved and use this information to predict how traditions may need to change to meet the needs and values of future societies. Studying the purposes of traditions will help students to accept future societal changes more easily.

8. Develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavors. By applying the management process in classroom activities, home economics students become accountable for their resources. Preparing individual and family budgets gives students an appreciation of the importance of careful financial management. Students develop a sense of community within the classroom as they organize, prepare and present major public events. These events provide the student with the positive experience of working with a group toward a common goal. Home economics trains students to organize and lead groups--skills that are important in future community involvement.

9. Develop an appreciation for the role of the family in society. The primary focus of home economics is to increase the effectiveness of the family in supporting its members. No society has existed without some of familial arrangement. Home economics teaches students how to enhance their own family experiences. They learn how the family, its roles, beliefs, and values influence society.

10. Develop an interest in cultural and recreational pursuits. Home economics teaches students to appreciate the beauty of handcrafted items. Students are encouraged to use their practical laboratory projects as opportunites to explore their creativity. In working on these projects, they experience the personal satisfaction that comes from producing a project with their own hands. After leaving school, students continue to use the skills they have learned in home economics as a form of recreation, thereby preserving their heritage.

11. Develop a commitment to the careful use of natural resources and to the preservation and improvements of the physical environment. Home economics students study the effects of technology on individuals, the family, the community and the environment. In studying new technological developments, students are made to consider the consequences of using these technologies. Energy conservation, food conservation, and the recycling of materials are some of the environmental issues studied in home economics. By learning to use resources in the home in a careful and informed way, students are also learning to preserve and improve the environment.

In short, home economics provides students with the kind of knowledge and skills that will be essential for citizens of Alberta in the future. Students learn not only the basic knowledge and skills necessary for daily living but also how to access information and apply it to future situations. Their successes in the home economics classroom will help giving them the positive self-concepts and positive attitudes thay will make them valuable members of society. The preventative education taught in home economics can reduce the economic and social problems of society. The positive ways that home economics students learn to deal with life's stresses will help them to function better in society. Home economics education strengthens and supports the individual, the family and society.

PART D: RECOMMENDATIONS

1. The senior high home economics curriculum should be revised to include more process methods. This revision should be easily accepted by teachers and students because process methods are already part of the junior high home economics curriculum. Any curriculum revision must be accompanied by appropriate support materials and teacher inservice. The Teacher's Resource Manual should contain learning activities suited to the wide range of students (gifted, regular, special needs, adult and ESL) who enrol in home economics.

2. The senior high economics curriculum should incorporate topics that address the future needs of Albertans. For example, senior high curricula could be structured to cover such topics as child care, support services for the elderly or shut-in, the hospitality industry and the fashion industry. More opportunites for community partnerships could also be investigated.

3. The senior high home economics curriculum should be related more closely to the present and future career opportunites open to graduates. Students could earn certificates of achievement after successfully completing training programs. These training programs could be integrated into the module curriculums, giving the teacher the flexibility to choose those which meet the students' needs. Certificates of achievement would signify to an employer that the student had reached a level of competence in each area. Certificates of achievement could be issued in such areas as food service, food safety and sanitation, fashion sales, fashion merchandism and display, child care, support services for the elderly/shut-in and hospitality and tourism.

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FAMILY STUDIES IN ONTARIO

Shirley Harrison
Ontario Family Studies Co-ordinators' Council

1.0 INTRODUCTION

"The year is 2010, angry adults find they have been the victims and the beneficiaries of a world for which they were not prepared. They shout, You helped us extend our hands with incredible machines, our eyes with telescopes and microscopes, our ears with telephones, radios and sonar, our brains with computers, but you did not help us extend our hearts with love and concern for the entire human family, you, teachers, gave us half a loaf." (1)

Let me tell you that I am both thrilled, and honoured to be invited to participate in the Canadian Symposium: Issues and Directions for Home Economics/Family Studies Education representing the Ontario Family Studies Co-ordinators' Council. This means I represent those persons who have supervisory responsibilities for family studies curriculum in the more than 100 public and separate school boards in Ontario. However, on a day to day basis, I am the Co-ordinator - Family Studies for the Peel Board of Education.

The Peel Board of Education is just west of Toronto in Mississauga, Ontario. There are close to 100,000 students in the 170 schools. We are the largest and fastest growing public school board in Canada with a large proportion of our students ESL/D identified. Presently there are 63 Family Studies sites (2 more are to open for September 1991) and about 150 teachers of Family Studies in our senior elementary, vocational and secondary schools.

2.0 BACKGROUND

The past ten years in Ontario has been a time of reorganization for education both in terms of curriculum and structure. Research studies have led to the development and release of:

- OS:IS (Ontario Schools: Intermediate and Senior), 1986, revised 1989, the foundation policy document for the educational programs in grades seven through twelve, and Ontario Academic Credits. The OAC credit is designed to be a university preparation course. Yes we still have "grade 13" for some students but high school graduation is now at twelfth grade.

- a plethora of revised/renewed subject specific guidelines of which Family Studies, 1987, Personal Life Management 1985, Fashion Arts, 1990 and Nutrition Sciences, 1990 (not yet released) were only a few.

A change of government twice in the past five years - first to the Liberals and now to the N.D.P. has in some persons' perspectives compounded, or stepped up this change process.

Each government change brought about more proposed educational reform. The Conservatives began this process in the late 1970's with SERP, ROSE and finally OS:IS. The Liberal government in 1985 proposed changes identified through The Radwansky Report. These recommended changes of the Liberals first appeared to be **back-to-basics**, but were actually a return to **destreamed** core curriculum in grade 9.

In order to make sense to these proposed changes, the Ontario Ministry of Education set up **Work Teams** to identify what it is/was that education should be in this new decade of the '90's. These **Work Teams** for The Early Years, The Formative Years, The Transition Years, The Specialization Years, Technological Education and Teacher Education were charged with delivering to the province **Working Papers** designed to illicit response to the **Work Teams** with preferred recommendations.
Presently three of the **Working Papers** are out for consultation. They are The Formative Years, The Transition Years and Technological Education. It appears at this time, the new N.D.P. government will continue this consultation process undertaken by the Liberal government.

3.0 FAMILY STUDIES EDUCATION

3.1 WHERE WE'VE BEEN

If I was asked to define the Family Studies Educational Community of the past ten years I would use the words **challenging** and **controversial**. **Challenging** because none of us knew if we were going to be included in the OS:IS reform, but we stayed; or the "back-to-basics" curriculum but we stayed; and again now we still do not know if we will have a curriculum slot. **Controversial** because OFSCC and OFS/HEEA appeared to be separated in what Family Studies Education was/is. I am pleased to report that after a lot of dialogue, polarization, looking for the enemy and the saviour, the two associations are working together towards a common goal and a common philosophy which is:

"Family Studies is the social science of people's relationships with each other in their primary social unit and their relationships with society". (2)

I know my colleagues from OFS/HEEA and the Faculties of Education, University of Toronto and University of Western Ontario will no doubt further discuss with you our bumpy journey to find a common language and meeting place.

3.2 Where We Are Now

CHEA, in 1984, released The Policy Statement and Position Paper on Home Economics/Family Studies Education in Canadian Schools. At OFSCC, we looked at your vision for Home Economics education paper and noted that such education should provide the opportunity for students to:

- consider the implications both individually and socially, of the various choices in securing the material necessities of life;

- consider ... ethical and moral questions which are becoming decisions for increasing number of people;

- develop communication skills, positive self-image, resourcefulness, appreciation of the need of community involvement, and a better understanding of the relationships between family and work;

- gain an understanding of present family experience and to develop their values and expectations about future families;

- develop an understanding of the elderly to appreciate their contributions in society and to establish relationships with them;

- explore the meaning and responsibilities of parenting;

- evaluate alternative role arrangements and their influence on family well-being; and

- become familiar with developmental patterns so that they are better able to understand their own behaviour and needs and the behaviour and needs of family members at all stages of the life cycle. (3)

In Ontario, the Ministry of Education developed the following philosophy for Family Studies education in our schools.

The Family Studies program must provide opportunities for each student to develop:

- an understanding of the nature and functions of the family, in its capacity as a physical, social, cultural, spiritual, emotional, economic and aesthetic environment within society;

- an understanding of the relationships within the family and the affect of these relationships on the well-being of family members;

- an understanding of the interaction of the family with other systems and institutions in society;

- an understanding of an ability to use basic problem-solving, decision-making, and human interaction skills within the context of the family;

- an understanding of how values, attitudes, preferences and beliefs influence the use of decision-making, problem-solving and human interaction skills within like family. (4)

It seems to us in OFSCC that our ideals and CHEA's ideals are the same.

When we talk, in Ontario about letting students learn about parenting, the elderly, the life cycle, establishing bonding relationships, changing family roles, we showcase programs such as:

- Co-operative Education where senior high school students spend part of their school day in day care centres, junior and senior kindergartens, food banks, homes for the elderly, and so on. Co-op Education puts students out into the workplace where they can experience the reality of the '90's while they are still in school;

- Primary Partners and Grandfriends where grade 7/8 and secondary students bond with kindergarten students and the elderly in mentoring situations;

- Volunteering during and after school hours with seniors who need the support of friendship from young people in grades 7, 8 or 9; and for the students opportunity to observe society and gain problem-solving and decision-making skills in an outside situation. Greater independence and feelings of self worth have been observed in students who participate in this positive growth experience; and

- Playschools where students establish and run a play centre in their high school where young children attend on a regular basis. The purpose of a Playschool is to help teenagers learn about child development (and their own development) first hand.

Our new guideline Family Studies, 1987 contains the following secondary school courses:

In Grade 9/10
- **FOOD** which is designed to enable students to understand the complexity of their own and their families' food habits in relation to various cultural, nutritional, psychological, and social factors, and to help students develop the capacity to adopt eating patterns and lifestyles that will result in a high level of wellness.

- **CLOTHING** which is designed to help students recognize how clothing expresses the culture and lifestyle of the family and its members, and how clothing design, textiles, and so on reflect societal change.

In Grade 11/12
- **PARENTING** which is designed to help students gain an awareness of the parenting role and an understanding of the ways in which their own families help them to develop and to gain skills and knowledge of family life that will be useful to them now and in the future.

- **ECONOMICS IN THE FAMILY** which is designed to assist students to develop their awareness and knowledge of concepts and issues related to the socio-economic well-being of the family which could enhance the quality of their own and their families' lives.

- **HOUSING** which is designed to help students learn how the family home meets the needs of the family and reflects society's values and technology.

OAC

- **FAMILIES IN CANADIAN SOCIETY** is aimed at students who intend to study in this field beyond high school, as well, as to help students acquire personal skills for participating in the family process.

The elementary courses are:

Grade 7

- **FAMILIES** is an exploration of the values underlying the personal decisions individuals make in relation to their families. and the

Grade 8

- **FAMILY ENVIRONMENTS** is an introduction to some of the complex elements of family life. (5)

It appears to OFSCC that The Ontario Ministry of Education has indeed adopted your CHEA's 1984 suggestions.

3.3 Where We Might Go

We defined the family thus in Family Studies, 1987.

"The family is a social unit of interacting persons who make commitments assume responsibilities, nurture each other, become socialized, transmit cultural and religious values and share resources over time". (6)

We have been applauded by many of our other publics/affiliates for the depth of this definition, and we have been pleased when they have inquired about using and quoting it in their own work.

We are not resting here however we are ever striving to go forward searching to form liaisons with those other associations or groups that have similar interests for family living education.

I will attempt to give you a short survey of some of the other groups we are working with currently.

3.4 O.F.L.E.A.

Ontario Family Life Educator's Association is twenty years old; it is an outgrowth of religious studies in our Roman Catholic Separate Schools. OFLEA advocates for family life education from early childhood through to the end of the OAC year. There is specified curriculum developed from Senior Kindergarten through to Grade 12.

Their textbook series Fully Alive is published by Maxwell MacMillian. OFLEA has consciously set out to educate the children's parents through extensive in-service in the schools.

Presently OFLEA is stepping up their efforts in high schools in the area of Aids, Drug Education, Human Sexuality, Family Violence and Child Abuse. Presently, 99% of all children who attend Roman Catholic Separate schools take Family Life education. In grades 1 through 3 they have 80 minutes per week, in grades 4, 5, and 6, 75 minutes and in grades 7 and 8, 60 minutes per week. You will note with interest that in Family Studies there are 20 hours per year in grade 7, and 20 hours again in grade 8. How can OFLEA do this you might ask? Family Studies people should find out how the OFLEA group insisted each of their teachers have Family Life courses on their teaching certificate as a condition of employment and how they got Superintendents to support these courses.

3.5 Primary Division Science

At this time, in Ontario, Family Studies begins to be formally taught only at grade seven. In my own school board, we started using Science concepts from the P_1J_1 policy document to start Family Studies in grade 2. Our research findings have been more promising than expected. We have found that using science as the organizer we have been able to talk about wellness, nutrition, family eating patterns, traditions, food preferences, politeness, utensil use, food taboos, self worth, nurturing, and so on, in a way that does not upset the multicultural community of my school area. (I have included an article on this program in the OFSCC package.)

3.6 Special Education/Technology and Computers in the Junior Division

Again, looking for a window into the Junior Division, we in Peel designed another research project around computer use and technology of the home. In a grade 4 special education class outfitted with computerized home equipment such as a microwave/convection oven, a computer assisted sewing machine, a serger and Apple IIc micro computers, we use the technology to get at personal and social skills. (In your package is an outline of this research project).

We are about to embark on a grade 6 research project focused through the biological science concepts in P_1J_1 to get at human sexuality, drugs, Aids, and so on. We are looking forward to another successful endeavour.

4.0 THE FUTURE

The one sure thing in the Ontario education community at this time is the state of transition. There are the **Work Teams, the Discussion Papers,** and **Day Care in the Schools Initiatives.** There is emphasis around those issues and values perceived to be held dear by the Home Economics community such as:

- the establishing of who one was by the products one produced, and

- the traditional roles and division of labour which was very clearly defined.

There seems to be a living on two levels that confuses us all. We look to the past as the wonderful world of The Road to Avonlea with no thought of the reality of the early 1900's in Canada.

We must recognize there is a change in family form from the **nuclear model** designed for the Industrial Age to the **matrix model** (which is adult centred, transgenerational and formed by friendship choices) which is more suited to the Information Age. Value changes around the supportive and legitimate technology of family home life, to reproductive advances and longevity makes it hard for us to maintain our self esteem from the traditions of the past in this new world order when all the rules are different.

Canada is a multicultural nation with heritage languages, cultural activities, and so on supported from the public purse. This may anger some when they speculate on the survival of the WASP culture. **Challenge** and **controversy** is apart of our lives in Canada now and in our Ontario schools. In attempting to broaden our base in **Family Studies** curriculum in Ontario we provoked some persons who still see the life from The Road to Avonlea perspective; or the vision of the mother at home nurturing the children; à la Chatelaine magazine 1958; when foreign food was pizza and a mixed marriage occurred between a Presbyterian male and Methodist female.

We were encouraged recently to hear Perrien Beatty's announcement of monies to support Family Violence prevention. Our own Ministry of Education supports school boards with money each year to mount Family Violence prevention activities.

OFSCC believes, we get on with implementation of Family Studies, 1987 with an eye to encouraging students to develop:

- empathy both for members of their own families and for others whose cultural and racial heritage and family style are different from their own;

- respect for cultural and racial differences among contemporary Canadian families;

- awareness of the variety of family traditions and lifestyles represented in Canada, as manifested in the range of values and ideologies within the multicultural and multiracial mosaic of Canadian society;

- appreciation of the ways in which individuals and families are socialized in Canadian society;

- an understanding of the ways in which the family traditions of an individual's particular culture or race are an important component of his or her family life;

- familiarity with the traditions of many cultures through a variety of experiences in order to promote an understanding of the social, psychological, and cultural significance to individuals and families.

OFSCC, to this end, developed L.O.P.I. which is Levels of Program Implementation to assist teachers in their planning for more effective, higher level of implementation recognizing that implementation occurs in identifiable stages. Using this instrument has been helpful in Ontario. The L.O.P.I. package is on display.

In Ontario we are sure we will all look back at this time of challenge and controversy and be amused that we ever worried about being there.

FOOTNOTES

1. Kinghorn, Jon Rye, Earthrights, p. 15.
2. O.M.E., Family Studies, 1987, p. 4.
3. CHEA, C.H.E.A. Position Paper, p. 1-3.
4. OME, Family Studies, 1987, p. 6.
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6. O.M.E., Family Studies, 1987, p. 4.

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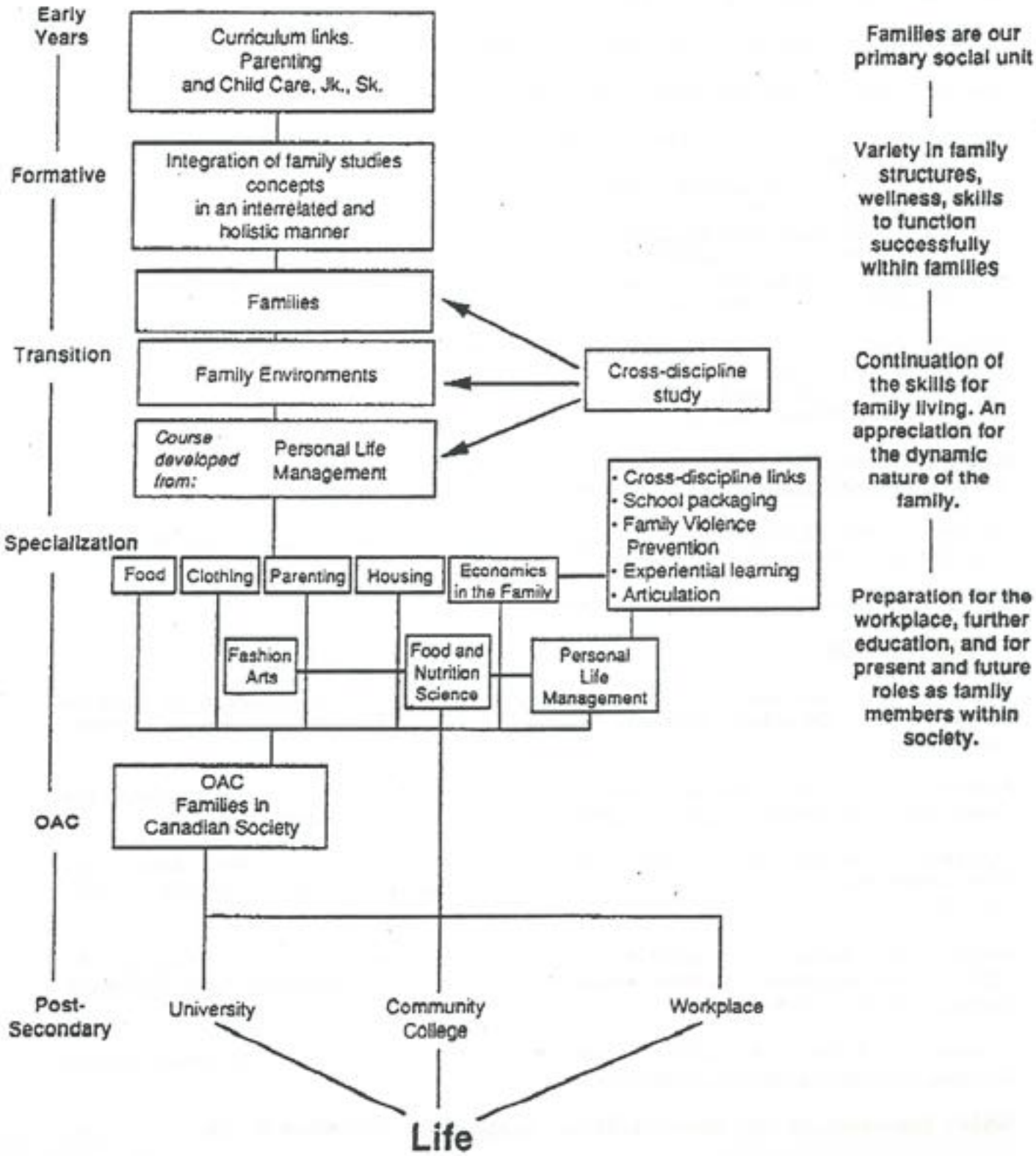
Family Studies

Education for Family Living and Learning for Life



A Vision Forward - OFSHEEA Report

To Canadian Symposium: Issues and Directions for Home Economics/Family Studies Education

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A Vision Forward

1.0 Introduction

Let me tell you that our Association was honoured to be invited to participate in this Canadian Symposium: Issues and Directions for Home Economics/Family Studies Education.

We represent the 623 members of the Ontario Family Studies Home Economics Educators Association. Our members consist of Family Studies teachers in elementary and secondary schools in both the public and separate school systems in Ontario, and faculty members in Teacher Education at universities.

The Association is administered by a Board of Directors consisting of:

- The President
- President Elect
- Vice President
- Past President
- Treasurer
- Assistant Treasurer
- Recording Secretary
- Eight Regional Directors representing Eight Regions of Ontario (Eastern, Central East, Metro-Toronto, Central West, North Eastern, Mid Northern, North Western and Western)
- Two Directors-At-Large (one from the Ontario Family Studies Coordinators Council)
- One Francophone Director-At-Large
- Chairpersons of Standing and Ad Hoc Committees including: Archives, Awards, Conference, Editorial, Membership, Nominating, Resolutions, Seven and Eight Teachers (SET), International Development, Journal, Newsletter, Professional Development and Public Relations

OFSHEEA provides for its members each year:

Four Newsletters, which include:

- updates on the Association's activities, and on available resources for educators
- teaching strategies and ideas that members wish to share
- relevant data from other professional organizations

One Journal, which includes:

- scholarly papers provided by participants and/or speakers at several professional conferences
- reports regarding implementation and evaluation of family studies courses

An Annual Report, which highlights:

- the Board of Directors activities for the Association's year

An Annual Conference, which
(with reduced rates for members)

- focuses on a current theme and the implications for Family Studies/Home Economics educators
- provides an exhibition of resource material related to Family Studies/Home Economics
- features an awards programme and dinner at which awards are presented to the winners of the 'Phyllis Meiklejohn Award' and the 'Regional Teacher of the Year Award'
- provides an opportunity for social and professional contacts
- highlights the Association's International Development activities regarding our twinning project with Swaziland (Africa)
- provides an Annual Meeting at which all members are invited to vote on matters related to the organization, and the annual changes in the structure of the Board of Directors are announced

Annually OFSHEEA presents an award to the Family Studies Educator whose practices are recognized as being significant to family studies and exemplifies the principles demonstrated by Phyllis Meiklejohn, a distinguished educator, and after whom the Award has been named.

For the first time in 1989, "Regional Teacher of the Year Awards" were presented to an outstanding teacher from each of the Eight Regions. This Award was initiated by a recently retired Family Studies teacher, and is expected to continue each year.

For the past three years OFSHEEA has provided workshops for its members (at reduced rates) throughout the various Regions of the province, as well as to non-members who are Family Studies educators. The primary concept for these workshops was to help teachers with implementation of the new Family Studies courses, and in a secondary role to encourage and support educators, particularly in remote areas.

2.0 Background

There are 100 school boards in Ontario and Family Studies is taught from grade 7 to OAC in all the schools.

OS:IS (Ontario Schools: Intermediate and Senior Divisions; 1984; revised 1989) "sets out the goals, policies and requirements that govern the programme in the Intermediate and Senior Divisions of the schools in Ontario" (OS:IS revised edition 1989 pg. 2). OS:IS permits 20 hours of family studies instruction in grades 7 and 8. In grades 9-OAC, 120 hours of instruction are necessary for a credit.

Teachers in Ontario have developed meaningful programmes for students within the time constraints. Many have chosen community placements where students volunteer in the community at nursing homes, daycare centres and community centres to observe society and gain problem-solving and decision-making skills in an outside situation. (FWTAO Newsletter, Feb/March 1991, Vol.9, No.4, pg.7)

After full funding was granted to the Roman Catholic Separate School System in Ontario on 12th June, 1984, new separate high schools built had Family Studies' facilities included in their designs. Additional teachers of Family Studies were required by this school system. There was an increase in Family Studies enrolment in the province even beyond that caused by full funding. Our worst fears have not been realized except in areas serviced by poor quality Family Studies programmes.

Family Studies in Ontario continues to be one of the social science elective subjects offered students.

3.0 Where We Have Been

The Select Committee on Education in Ontario first proposed some initiatives for restructuring education in December 1988 and made their final report in June of 1989.

At the OFSHEEA April 1989 Spring Board Meeting, it was decided to plan a strategy to respond to these new initiatives on behalf of the subject association. Because consensus was difficult among members, an outside agency was hired to assist our organization draft a strategic plan covering our mission statement, our broad objectives and to develop strategies to carry out plans for the next three years.

Our Board retreated for three days in May 1989 to examine our direction and to determine if we were serving our members and achieving shared goals. At the end of the planning session we had a mission statement:

Our Mission Statement

With the ultimate goal of strengthening the family, the role of OFSHEEA is to initiate and facilitate the professional development and personal growth of educators to promote quality family studies programmes in Ontario.

We examined our present image, its influence in the educational system and the need to develop skills to manage a changing environment. Emphasis throughout the sessions was on the critical need for proactive planning and clearly defined goals and objectives. Our Broad Objectives are:

- To assist in meeting the needs of members for professional development and leadership training and to promote the interpersonal support system within OFSHEEA.
- To demonstrate leadership in Family Studies issues.
- To represent the teachers of Family Studies in Ontario.
- To have all eligible members fully qualified.
- To foster understanding and awareness of Family Studies among non-teachers, especially decision makers, about their role in strengthening the family.

To project a strong "Family" focus and to acknowledge that our subject designation in Ontario is Family Studies, a motion was presented at our AGM in November 1990 to change our name to the Ontario Family Studies Educators Association. This was hotly debated and a Task Force was set up to investigate and report before the next AGM when a vote will be taken.

We are planning a "Floodlight Programme" -- *a Public Relations awareness campaign* -- to highlight Family Studies. At our November 1990 Conference we had promotional materials with "Family Studies: Strengthening Families" logo for sale. At our upcoming November 1991 Conference/Board Meeting we plan to train our Regional Directors and Board Members to implement a Public Relations Campaign in their areas. They will be given a PR Manual containing sample press releases and other materials. A workshop for delegates on providing a Public Relations programme will be offered at Conference as well.

Oftentimes, organizations such as ours which have members who are directly involved in teaching the subject we are lobbying for, may be seen as self-serving and not truly concerned with students and their education. Our concerns heighten when it is recognized that other subject areas seem to have champions that speak on their behalf and may quite easily convince the Ministry of Education to grant those subjects core status in the restructured curriculum.

Technological studies is strongly supported by Business and Industry and Physical Education by drug companies. Keeping this in mind, OFSHEEA invited twelve participants from various outside affiliates to an Advisory Board meeting in December 1990 to tell us what we do well and what we could do better and to form linkages with the broader community. We gained valuable insights and we hope to continue this initiative.

In the last year we presented submissions to the Select Committee on Education; The Transition Years Working Committee; The Formative Years Working Committee and The Teacher Education Work Team.

Some highlights of our submission requests are:

Transition Years

- curriculum equity and 60 hours of core time in each of the transition years
- basics begun in Grades 7 and 8 be carried through in a core programme as modules, i.e. Parenting, Human Relationships and Aging

Specialization Years

- Parenting and Economics in the Family be obligatory for all secondary school students

Formative Years

- Family as a strand of knowledge be a component of the Formative Years curriculum at each level of study and a qualified Family Studies educator in each school

Teacher Education	• training needs to be provided for teachers in remote areas of the province
	• continuous in-service
	• reward system to encourage participation in updating knowledge, skills and strategies

Today we are experiencing a decline in membership in our Association and lower attendance at conference and workshops. Because of this we are experiencing budget restraints.

4.0 The Future

We see a great need for qualified Family Studies teachers in the province. In my area, Peel, the Board asked York University to help qualify teachers for Family Studies. The alternative would be cancelling programmes because of lack of qualified teachers. This is true in other Regions as well.

OFSHEEA requested additional qualification courses to be offered at various teacher education facilities, and we were told "a moratorium is placed on any new additional qualification courses because of the restructuring initiatives and revision of Schedules in Regulation 269".

Regulations 262-269 dealing with who may teach Family Studies are an area of concern to our Association. We requested additional qualifications for Personal Life Management Guideline and Fashion Arts Guideline (1990).

There is a definite need for Francophone teacher education programmes. Teacher education pre-service must provide a sensitive programme that prepares students to teach Family Studies in Ontario. Teacher in-service must be provided to keep teachers current. There is a great resistance among our members to wholeheartedly welcome change.

Now, we believe, is a time of opportunity and challenge. Many tasks lie before us but we are confident Family Studies in Ontario will continue to grow and develop in the 1990's.

CURRICULUM INITIATIVES IN B.C. AND VANCOUVER

BERNICE HAYIBOR
DISTRICT PRINCIPAL, HOME ECONOMICS, VANCOUVER SCHOOL BOARD

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Changes in B.C. Education

B.C. educators are taking part in a process which could result in monumental change in education. The change was initiated by a Royal Commission on Education which released its report in 1988. It also is based on the "Mandate for the School System", "Policy Directions", and the new "School Act" of 1989. The changes are set forth in a series of documents with the basic one being "Year 2000: A Framework for Learning".

This document contains the mission statement of B.C. education which is "to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy" (Ministry of Education, 1990a). Intellectual development is set out as the prime goal, the achievement of which is to be supported by the family and the community. The other goals, shared by schools, community and family, involve the human, social and career development of the students.

The Year 2000 supports a major philosophical shift from a subject centered approach to a student centered approach and two major organizational changes which should support this philosophical shift. The first organizational change creates three programs which replace the traditional arrangement of Elementary and Secondary schooling. The Primary Program takes in what was kindergarten to grade two and involves little change from existing instructional practice. The Intermediate Program takes in what was grade three to grade ten and involves what appear to be dramatic changes (Ministry of Education, 1990c). The Graduation Program takes in grades 11 and 12 and may involve relatively little change from current practice (Ministry of Education, 1990b).

The second organizational change is the creation of four curriculum strands. The Humanities Strand includes English and other languages, social studies, and a new course called Learning for Living. The Sciences Strand includes all physical sciences and mathematics. The Fine Arts Strand includes art, music, drama, and dance. Home economics is included in the strand called Practical Arts along with business education, technology education, and physical education. All subjects and strands are to span all levels of the three programs with subjects and strands integrated in the Primary Program. Integration within and between the strands is optional in the Intermediate years. Only one course, General Studies, is integrated in the Graduation Program. The remainder of the graduation program consists of what is being called Selected Options.

The Home Economics Curriculum

The recognition of home economics as a subject of importance throughout schooling is a positive change. For the first time, a curriculum committee has been charged with the responsibility of setting the objectives of a thirteen year curriculum. Part of this document has been released in draft form. Responses to the draft document will be required by June of this year.

The stated aim of home economics education in B.C. is "to enable the learner to act with global responsibility upon the challenges of daily living for the well-being of families and society" (Ministry of Education, 1991). The curriculum objectives of the draft document state that

> Home Economics provides the learner with opportunities to gain knowledge, skills and attitudes to:
>
> 1. nurture human growth and development within the context of families and society.
> 2. participate in both the work of families and the work of careers/occupations.
> 3. understand the diversity of families within and across cultures.
> 4. meet needs and wants of individuals and families.
> 5. develop a lifestyle that contributes to the well-being of self, families and society.
> 6. develop as globally responsible consumers in managing personal and family resources.
> 7. enhance interpersonal relationships within the context of families and society.
> 8. value and practice creative expression for the well-being of individuals, families and society.
>
> (Ministry of Education, 1991)

For the next few months, teachers throughout B.C. will be reacting to these objectives and to the learning descriptors which accompany them. No specific courses for grade levels have been developed at this time. While secondary schools continue with their well established courses, some schools and school boards are developing and implementing different strategies for including home economics concepts in the elementary schools.

Home Economics in Vancouver Elementary Schools

Since home economics has consistently and traditionally been offered only in the equivalent to the late intermediate years, schools and teachers face new challenges as the concepts are incorporated through the three new programs. At the present time it is impossible to predict the direction that will be taken in the Primary and early Intermediate years.

Although Ministry recognition of home economics as a subject area in the elementary school is new, the Vancouver School Board has supported it (albeit very inconsistently) for many years. Past experience may provide some assistance in planning for the future.

Throughout the seventies, a mobile home economics classroom staffed by a secondary home economics teacher moved from one elementary school to another at six week intervals. Financial cutbacks in the system forced this service to be withdrawn.

As part of a Nutrition Policy adopted by the Board in the early eighties, a foods and nutrition component in some elementary schools is supported. Minimal equipment such as a stove and refrigerator may be supplied. Responsibility for these programs rests with interested elementary teachers. Most of those involved have participated in professional development activities focussing on nutrition but none have formal training in home economics. The availability of foods and nutrition programs in elementary schools continues to be inconsistent.

Technical Studies (Industrial Education) on the other hand, is offered to both boys and girls in approximately thirty elementary schools and involves three full time Technical Studies teachers. In order to support their commitment to gender equity and to encourage the students in non-traditional roles and responsibilities the Vancouver School Board provided the funds for one district home economics teacher working in elementary schools in the 1989-90 school year and the program has continued this year. Vancouver home economics teachers would like this to be a model for a more consistent approach to elementary home economics to meet the goals of the Year 2000.

The pilot project involves one district home economics teacher and students and teachers from two elementary schools. Facilities of both the secondary and elementary schools are used, depending on the availability of equipment and space. One major goal of the program is to promote the concept of self care in students. They also have an opportunity to develop the knowledge and attitudes important for healthy family interaction and to gain hands on experience in foods and nutrition and clothing and textiles.

Another major goal of the pilot project is to facilitate articulation between the elementary and secondary school sites. A comfortable transition between the two schools is promoted as the students develop familiarity with the secondary schools and school staff. Articulation between the two sites will become increasingly important since the Year 2000 document stresses the need for the learners to experience "continuous progress".

Career Preparation Programs

The Graduation Program claims to provide students with a "broad liberal education that contributes to their development as educated citizens" (Ministry of Education, 1990b). Students will be asked to choose from five options: Exploration Option, Passport to Apprenticeship Option, Career Preparation Option, Community-School Partnership Option, or University Option.

Within the broad liberal education provided by these options, home economics may find its way into the curriculum through the practical arts component of the General Studies course which all students take or through the twelve units of electives. The area of the Graduation Program which seems to hold the most promise for home economics in Vancouver, however, appears to be the Career Preparation Option. Several career preparation courses in home economics are already offered as district programs.

Each of these programs involves three required focus courses related to one specific area of study. In addition, students must complete one hundred hours of work experience in a related area and two electives from a list of recommended courses which support the focus courses. Students who complete the career preparation option receive a career preparation certificate in addition to their graduation certificate. At the present time, students who plan their course choices carefully can complete their university entrance requirements at the same time as they complete their career preparation requirements. It is hoped that the new Graduation Program will not make the university option and the career preparation option mutually exclusive.

A unique feature of career preparation programs is that each one is required to have an advisory committee. Although the makeup of the committees varies slightly there is usually representation from the school board district office, the school administration, parents and the community, business or industry, and post-secondary education. Articulation with groups outside the school is seen as crucial to the success of these programs.

At the present time, the Vancouver School Board offers career preparation courses in hospitality, fashion, and human services. Various different courses have been organized around these three themes.

Hospitality Foods

The Hospitality Foods Program focusses on the food services sector of the hospitality industry. These courses require a teaching cafeteria. The program provides basic theory and practice related to food preparation, food service, meal planning, and food purchasing. Basic management techniques, business practice, stock and inventory control, and accounting are studied in relation to food service industry.

Hospitality Tourism

Hospitality Tourism has been recognized as a locally developed course for many years in Vancouver and other B.C districts. In 1990 the Ministry of Education recognized the need for a provincially developed curriculum and contracted with some home economics specialists of the Vancouver School Board to develop the curriculum. Representatives of industry and post-secondary education meet frequently with the writing team as the curriculum development proceeds.

The Hospitality Tourism Program introduces students to all sectors of the tourism industry. Students will have an opportunity to examine their basic aptitude for the industry, develop marketable entry level skills, and explore further possibilities for career advancement. Topics of study include the history of tourism, the impact of tourism on the community and the environment, and the characteristics of successful tourism professionals. Students who complete the program may choose entry level jobs or go on to further training in areas such as hotel management.

Pacific Rim Studies

Pacific Rim Studies is a locally developed adaptation of the Hospitality Tourism Program which is unusual in that it is taught by a Home Economics Department in conjunction with a Social Studies Department. With the increase of trade and cultural exchange among nations of the Pacific Rim, the schools perceive a need for students to develop sensitivity to and empathy for people of the various cultures. The overview of the politics, history, economics and cultures of the Pacific Rim countries integrates concepts from home economics, social studies, business education, fine arts and literature. This program leads students directly into university and could be of value to students entering almost any field in post-secondary education who wish to pursue a Pacific Rim focus in their courses.

Fashion Design

The Fashion Design and Production Program combines garment design and construction with practical experience giving a broad overview of the fashion industry. Students study the history of clothing, develop basic garment and textile design skills, learn industrial sewing techniques, and assemble a portfolio of their work. Although the students develop entry level skills, many of them pursue post-secondary training in fashion design.

Fashion Merchandising

The Fashion Merchandising program was introduced in response to an industry demand for skilled employees. The program provides a background in drafting, design, and construction. Fashion trends and retail sales strategies are examined. Skills in inventory control and computer use are developed. Students who complete the program have entry level skills but also have an understanding of management skills. There is close articulation between the secondary school and the merchandising program at the community college.

Family Services

The Family Services Program provides practical experience and a background of knowledge and skills for working with people in a helping capacity. Areas of exploration include working with children, the elderly, and the physically or mentally disadvantaged. Students who complete this program enter fields such as health care, day care, social work and early childhood education.

Children's Services

The Children's Services Program appeals to students who are interested in careers where they will work with children, including early childhood education, child psychology, and pediatric nursing. Students develop an understanding of child development and practice caregiving and communication skills with children. Observation of and work experience with children takes place in settings such as day care centers, playschools, and the Child Study Center at U.B.C. In addition, students learn the importance of related laws such as the Child Care Facilities Act and the Employment Standards Act.

Computers in the Home

An important change initiated by the Year 2000 document is the increase in local development of courses. The draft document proposes that 80% of the students' time be spent on the provincial programs and the remaining 20% spent on locally selected programs. Locally developed courses are not new. Throughout B.C. there are hundreds of local courses which have received provincial approval.

A locally developed home economics course which is now well established in some Vancouver schools is Computers in the Home. Research clearly documents the dominance of males in the computer field. The Computers in the Home course was created to address the unequal use of computers by promoting the participation of both girls and boys in a gender balanced curriculum. This course includes the study of household computers and their use. It provides opportunities for students to take a reasoned and pragmatic approach to the family and technology. Computers in the Home focusses on cooperative activities that aim to increase the student's awareness, knowledge and use of micro computer technology in daily living. This course provides a very different perspective about the use of computers from that taken in business education and computer science courses. Open-ended inquiry is encouraged as students work toward developing a critical understanding of the impact of computers on personal and family life.

Career Exploration Program

The Graduation Program document suggests another option called the Community-School Partnership Option. This model was used for a new home economics program called Career Exploration which was designed for English as a Second Language (ESL) students only. It is restricted to older ESL students who will remain in school for only a short time and will not be able to meet the graduation requirements in English and Social Studies. The school partners with a local vocational college to assist the students in developing marketable skills. For this year, the focus is food preparation and service but expansion into other areas is being considered. While students learn English they also study job related skills such as telephone skills, resume writing and how to have a successful job interview. Although students do not complete their graduation requirements, they do receive credit toward graduation and slightly advanced placement in related courses at the community college.

Concluding Comments

Home Economics, along with the entire education system in B.C., is undergoing mandated changes. This has given us a great opportunity to reflect on present practice, reinforce our commitment to the value of home economics, and develop a vision for the future. Vancouver teachers are anxious to participate in the changes and to help provide direction to the changes. Much of what has been established over the last few years will continue but we will also build on our past experience in developing innovative courses in response to the directions of the Year 2000.

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Home Economics Education: Challenges from Home Economics and Education Literature

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Introduction

When confronted with a potential need for change we are forced to look at options. Odiorne (1981, p. 242-247) poses five categories of options. Option 1 - Do nothing different; Option 2 - Find a scapegoat; Option 3 - Reorganize (in the sense of reshuffling the same deck); Option 4 - Propose a change and define something noble about the change, place it in a philosophical framework, give change a higher meaning; Option 5 - Encourage creativity and self-actualization among the participants so that they are encouraged to choose their goals, to find their own potential to change. As one reads the literature in home economics it is interesting to see that over the years, the options we have taken fall into this framework and I offer it as a way of categorizing the options that will be contemplated in the next few years. Depending on circumstances and resources, each option can be right for its time. Options 1 - 3 tend to be defensive, rather than offensive. Our tendency is to want to go for options four and five. For Odiorne (1981, p. 250), the best option for change "is the one created by the people who must implement it, or one for which the implementers can claim "ownership." The purpose of this paper is to offer a preliminary survey of some options for home economics/family studies, and the consequences that may accompany them. The personal question for all of us is one of "ownership." Which options fit within our framework? Which options can we subscribe to and feel good about, namely, what is our position?

High School Home Economics In Alberta

It has been suggested that "strategic scanning of the environment means finding goals that are tough but realistic, and aiming high may simply mean choosing an attainable plateau" (Odiorne, 1981, p. 215). We need to get a sense of where we are and where we have been with high school home economics in Alberta. More information is needed from other provinces and other areas within my own but I offer it as one example of an approach to looking at trends (Griffin, 1989).

Figures for the number of students in the four year University of Alberta Bachelor of Education program with a major in home economics are available from 1977-1978 onward. Numbers in the program dropped steadily from 134 in 1977 to 27 in 1987- 1988. Figures of 33 for 1990-1991 look better but it is too early to know whether this is an abberation or a trend. The program provides sufficient teachers for city schools but rural areas have difficulties finding teachers willing to go out of city areas. Comparison figures with the U.S. suggest that during the seventies baccalaureate degrees in home economics education decreased 42% in comparison to other home economics degrees granted (Harper, 1981). In 1983, the trend continued (Hall, Wallace & Lee, 1983) and educators in home economics education began to look for career alternatives for those enrolled in home economics education (Lambert & Clayton, 1985, p. 33). In 1989, Green (1989, p. 45) suggested that if the U.S. continues according to straight line projections, home

economics in higher education would have "virtually no undergraduate majors in education, communications/journalism, or general home economics." The downward trend, therefore, is not specific to Alberta. Our figures of a 73-75% decrease compare with those used by Green (Green, 1989, p. 46, Table 1). The trend in enrolment in home economics for the high schools in Alberta is downward. Home economics is also taught in junior high schools (grade 7, 8, and 9) in Alberta and those figures are not included. We are back to '70s figures for the high school. It is interesting to look at percentages or as they might say in business "market share". We went from 14.66% in 60-61 to almost 13% in 89-90. Student choice of home economics course presents another way of looking at trends. Food Studies courses are a clear winner in Alberta.

Challenges In Home Economics And Home Economics Education In Schools

Are the trends in Alberta high school home economics typical and if so, how should they be interpreted? If we are to maintain the status quo or advance from it, an understanding of the issues that surround these trends may be useful. To get at the issues, to formulate the issues, it strikes me that certain concepts need to be clarified. Before issues can be debated, key concepts have to be understood not only as we view them for ourselves but as others view them in the context of home economics or education. A review of the literature is one way to search for concepts that reappear but are not broadly understood. I have chosen to elaborate on six of these concepts. They are by no means the only ones but I believe they are important to any framework for addressing the future for home economics in schools.

1. Mission

It is very easy to confuse what we **can** do, and can do very well as teachers with a background in home economics, from what we **ought** to do as teachers under the banner of home economics. Kennedy (1983, p. 46) gave expression to the challenge which he framed as a type of schizophrenia, a confusion in home economics when it identifies the family as its focus and also identifies the home as its focus. He suggests that if you lean toward "home" as the focus you look to activities in the home - food preparation, interior decorating, crafts, rather than a study of "family," meaning for Kennedy, "to observe, analyze, and report on the implications of the interaction with the family of various social, material and philosophical conditions in society." Do we concentrate on family or home? Kennedy suggests that to combine these tasks in one profession [or one person] blurs the mission and weakens the impact. A question which arises is - Can we continue to expect both from teachers? The "skill" component of the one is disappearing from universities and the literature in the family is overwhelming. We may not want to follow the university home economics programs slavishly but at the same time, we may be ignoring trends there at our peril (Istre & Self, 1990). What will happen if we write curriculum that requires skills undergraduate teachers cannot attain? Can we shift the focus on them once they cross the line between university and school? Green and others (Green, 1990, p. 41; Hargrove, 1988; Willis, 1990, p.3) make a case for "family" as the conceptual framework for the study and practice of home economics. A commonly understood framework would enable us to distinguish what it is that is home economics in the schools and what it is we do for other reasons, to achieve other goals. Unfortunately, Green is little help since she slips back and forth between "home" and "family" concepts as distinguished by Kennedy and does not give us a very clear direction.

The line of discussion offered by Kennedy seems useful and worth pursuing. Home economics is conceptually fuzzy on the issue of home vs.

family as delineated by Kennedy, though many attempts have been made (Clawson, 1985; Home Economics Concepts, 1989; Bubolz & Sontag, 1988; Wilson & Vaines, 1985; Brown, 1980; Brown & Paolucci, 1978; Schneider, 1990) to clarify the position. If it is any consolation, home economics is not the only subject area to be concerned about the development of a working definition for the subject as taught in schools (Gehlback, 1990, p. 19).

In the past we tried to do it all - we claimed all territory and we made whatever we touched fit the home economics mold. But now, traditional borders are breaking down rapidly and new alliances like holistic health education are making borders less helpful in determining who we are and what we are about. In a perfect world we would not need to worry about this at all. But, we are not in a perfect world. Territory may have to be defined in order to provide resources for the subject areas that concern us most. In terms of integrity of a subject area, one has to define the "significant others," the "network of expertise," the arbitrators, and the lines of responsibility for the advancement and integrity of the subject area.

2. Logic and Integrity of Content

Green (1990, p. 45) states the challenge as:

> Unfortunately, the development of home economics has been more influenced by its environment than by the logic and integrity of its content parameters.

She goes on to say that "sometimes we have altered the substance to accommodate political or financial expedience, without evaluating 'goodness of fit'.... particularly, our relationships with agriculture and vocational education." I would like to dwell on the issue of vocational education as a separate issue and turn in this section to logic and integrity in home economics in schools as seen by one outsider who, for whatever reasons, took an interest in us as a study. In 1990, a little book called Wasting Girls' Time: The History and Politics of Home Economics (Attar, 1990) was published. Some of you may have read it. Some of you may have read it and questioned its value to the Canadian situation since the comments relate to home economics in Britain, specifically the new GCSE curriculum (for an example of a text written for the GCSE refer to Hadley & Jepson, 1989). Others of you may find the contents suspect on other fronts because Attar questions the logic and integrity of home economics. She includes nothing we haven't heard before, but no one has put it all together in book form. The questions she raises, whether we agree or disagree with her conclusions, need to be answered in our own context if we are going to reaffirm logic and integrity for our area. For example, she comments on the gap between what students thought they were doing and what teachers said students were studying. Teachers thought they were giving choices. Students thought they knew the hidden agenda. Sometimes the students don't "get the game right" and teachers are frustrated and misinterpret motives to the chagrin of students (Attar, 1990, p. 7). I believe this may be true in our provinces as well. If this is a challenge for us, and I suspect it is, it needs to be discussed. Does it really say something about the logic we are using or the compromises we are making as we select material for courses? Does it say something about the mix of implicit assumptions embedded in the curriculum guide and texts as opposed to the teacher's way of making sense of the task?

Attar goes on to observe that "decision-making, on however trivial a level, is transformed into an intellectual application of knowledge and skills which is meant somehow to be measurable (p. 15-16)." I don't know about you, but I can certainly relate to that. How we handle the "evaluation" of other people's decisions in a test driven world of education is certainly problematic. The current practice works in some

cases because students know the hidden agenda but we just may be deluding ourselves if we think what students do and say in class relates to their reality outside of the school. Another nagging question which Attar poses for us is "While they are studying home economics... they are not studying anything else - in spite of the rhetoric about transferable skills." The notion of transferable skills is certainly in our rhetoric. Attar isn't the only one who is going to present this question to us. Whatever our answer, it must "fit" with our philosophy and it has to be supportable or abandoned in our literature. It is a challenge that needs to be addressed in a very straightforward and unemotional way. I believe it is a moral responsibility to know what it is that we are doing and not doing for the students with the myriad of problems they bring to our classes. Let's face it - many of our clients have been shunted our way through tracking, a system somewhat suspect by many (Braddock, 1990; Learning, 1988, p. 88; Lewis, 1990; Slaven et al., 1990; O'Neil, 1990). We have to ask ourselves where we stand on this issue. What matters to us most - student welfare or numbers? Can we have both? If so, how can we do that? What are the implications for the course work in the four year university program?

What I am getting at in a very circuitous way is this. One of our challenges is that students get grouped as having problems that require special course work. We get them in home economics because we do a good job of making life pleasant, provide success for some who find little success in any other subject, and all the other good things we could list. However, if the student problem is English as a second language, dyslexia, inability to read - we may well be making the student comfortable in the short run - but what are we doing to get at the unique problem the student brings? Is home economics the vehicle needed? Maybe what we need is a teacher versed in special education so that home economics - or any other subject vehicle the teacher finds comfortable - is very secondary. If so, and if our clients needs take top priority then the subject matter is relegated to a very minor role. Perhaps such a teacher needs 36 credits of special education and a good cookbook, art supplies, pottery wheel or exercise room? That poses a real challenge - one too complex to want to face - but we must face it because I predict confrontation on this item from both within our ranks as well as from the outside.

We might wish to dismiss Attar because she is aggravating. Interestingly, as an outsider, she does see some of the challenges that are only seldom mentioned in our own literature which - one must admit - is sometimes long on rhetoric and short on conceptualizing the problems. As mentioned earlier, Kennedy suggested we needed to separate family focus and home focus. Attar (1990, p. 32) makes an interesting point when she says:

> It is not easy to see why one group of teachers in secondary schools should teach issue-based courses using areas of current and relevant concern as a starting point, only to have to focus discussion and learning on conditions and events within the home and family.

Not easy indeed! When does "global issues" become a broader issue or social studies, and when is it home economics? Can one teach global issues without a thorough knowledge of the broader field - teach with integrity and not reduce the subject to such a narrow focus, vitamin deficiency, for example, that the broader issues, like multinationals in Third World countries, for instance, is not brought into the picture. Again, in terms of integrity, Attar points out our challenge in dealing with the diversity of cultural groups. What is it that we are promoting? Do we play up food and clothing to the detriment of deeper aspects of culture? Has that crossed our mind? If so, do we need advice from those who understand the complexity of this issue in a broader way? A reading of Williams (1988) should be helpful as a beginning but is it enough? Have we stepped into an area oblivious to

the fact that in carving out the areas of "home" - food, clothing and shelter - we may have distorted aspects of multiculturalism that we meant to clarify?

Attar is aggravating and if giving so much of this paper over to her nagging questions offends, I am sorry but Attar, as an outsider, has been able to bring challenges out of the closet where they can and should be confronted. As for the history of home economics, one can find more fully documented resources, particularly from the perspective of the U.S. and Canada in other resources (Bannerman et al., 1981; Braun, 1983; Larson, 1990; Meszaros & Bailey & Davis, 1982; Ray, 1981; Rowles, 1964; Vincenti, 1983) and I don't recommend reading Attar for depth in that area.

There are many more instances in home economics where logic and integrity need to be confronted. Gender equilibrium is one (Wisconsin Model, 1990).

3. Relationship With Vocation Education

The association of home economics with vocational education is well documented and has widespread support, particularly in the United States (Bell, 1984; Coalition, 1979; Coalition, 1985; Hillison & Burge, 1988). However, Anderson (1984, p. 175) acknowledges that there are those within home economics who see the association as problematic and Green (1990, p. 45) asks us to consider the implications of the alliance. Rollins as early as 1981 expressed concern (Rollins, 1981). In the past in Alberta, home economics courses in high school have been listed as academic subjects with the exception of Clothing and Textiles 10 which was delisted as academic in 1983. With the push to become economically competitive as a province and a nation there will likely be more emphasis on vocational programs, especially programs that can be in any way associated with the word "technology." Home economics in Canadian schools has generally been perceived as general education, education for everyone, not just a specialized occupational group. Home economics has been able to straddle the fence of academic, general, and vocational without having to examin the underlying assumptions in being placed in one camp or the other. Home economics educators in each province have to face differing political, bureaucratic and economic pressures but in some provinces there is likely to be great pressures to move the home economics position from general education to vocational education. For those situations, it will be very important that the underlying assumptions be examined.

When in a circle of vocational educators, the logic seems so clear. Business and industry want capable workers and students terminating their education want jobs. For those in vocational education, the answer is also clear - more and better vocational education courses and programs with more funding for those programs. It is, however, important to know that there are other views of vocational education (Gray, 1991: Istre & Self, 1990, p.4; Wirt, 1991, p. 433) and because there are, it poses a challenge for home economics in schools.

Kliebard (1990) uses symbolic action as the framework for studying how those associated with vocational education have organized allegiances, conferred status, and ratified certain norms and he asks the question "Who benefits?" It is not voiced in vocational education circles but there are those whose research suggests to them that vocationalism, with exceptions, of course, failed in terms of preparing students for the workplace (Kliebard, 1990; Kantor, 1988). Those who made the greatest gains, it is suggested, may have been vocational educators themselves. In the past, vocational courses have had the problem of promising preparation that would lead to job entry. That washed well for a time in the '70s in the U.S. especially, as everyone

rushed for government funds for courses for entry level into almost every job listed. However, when students found that employers were only willing to pay minimum wage, and hired only those willing to accept it, regardless of training (Kliebard, 1990, p. 24), there was a sense of betrayal in having been urged to stay in school. Twenty years later, I see the same scenario on the horizon and I have to ask - Who will benefit?

Vocational education has been accused of teaching skills no longer required for success on the job or no longer useful given the "state of the art technology" students will face in industry (Kliebard, 1990, p. 18) and home economics when it has claimed to be "vocational" is accused of forcing itself to be so guided by a "home and family" focus that the products and the skill used to produce them had little relation to work skills and job opportunity (Attar, 1990, p. 109).

When teachers turn their skills toward vocational education, there is always the possibility that they will design courses to use the skills they have and make them "fit." This is wise in terms of job security and if the skills are specialized enough so that those without those skills cannot teach the program - then a new career opportunity opens for future teachers and new needs are created. It is the kind of notion that builds empires and confers status. It has great appeal. It sells well. However, in questioning this phenomenon, one has to ask whether one is part of a program that is preserving jobs and conferring status on a particular group of teachers or whether one is preparing students for the new world they will face in the future. Literature like Workplace Basics: The Skills Employers Want (Carnevale, 1988) and the work by Murphy (1973) is worth a glance in this regard.

If the skills employers want are those in Workplace Basics, what does home economics have to offer? Can home economics courses do this better than other courses? Is a more direct approach to these skills or teaching these skills via another subject area a better approach? These are important questions with implications for preservation of teaching territory, the degree and type of course work in university programs and the boundaries of those programs. We are all familiar with the rhetoric of what we can do and are doing, but do we really believe that the way to prepare students for computation in the workplace is to occasionally measure ingredients in the making of a product in a foods lab? Do we buy that? Does our public buy that? Do such claims add to our credibility or detract from it? Will the next generation of new teachers buy into the assumptions necessary to conceptualize home economics in this way?

4. Developments In Teacher Education

Eubanks and Parrish (1990) are not unique in questioning the status quo in education. Their concern is for quality education for all children including minorities and those who live in poverty. If minorities and those who live in poverty tend to be in certain programs or certain courses, certain "tracks" within a school, we have tended to say it is because we are serving the needs of those students but that is being questioned (Slavin et al., 1990; Lewis, 1990; Learning, 198 ; Gay, 1990, p. 56; Braddock, 1990: Wisconsin, 1990) and the question is going to be asked more often in the '90s. Are those good intentions misguided? Is a class system being reinforced by placing a glass ceiling in the way of certain groups of students. Goodlad (1990) through his own work and studies coming out of the Center for Educational Renewal has come to the conclusion that:

> Programs for the education of educators must involve future teachers not only in understanding schools as they are but in alternatives, the assumptions underlying alternatives, and how to effect changes in school organization, pupil grouping, curriculum and more. (Goodlad, 1990, p. 192)

Goodlad is not alone in his approach. The notions of reflection and the reflective teacher are coming from a variety of sources (Grimmett & Erickson, 1988; Posner, 1985; Calderhead, 1989). At the University of Alberta there is a commitment to exploring the notion of the reflective teacher (Exploring, 1989) and it is now incorporated in the goal statement for practicum programs. Home economics education students will have to be prepared to question the purpose, value and consequences of what they teach, especially if the clientele seems prone to be in the minority or poverty milieu for there is the possibility that "all students still do not have an equal opportunity to learn the high-status knowledge that society values" and that "curriculum and instruction for low-income, minority, and female students tend to emphasize personal dependency, social conformity, and low-status knowledge and skills" (Gay, 1990).

5. Maintaining Clientele

Not much of our time is spent in wondering how home economics got into the curriculum in the first place or what keeps it there. We like to think it is there because of its innate importance to home and family or family or home. When times are good one looks for ways to increase enrolments and numbers of courses offered. In our society - bigger means better, bigger means power. The early '80s were like that for home economics, at least in Alberta. The '90s may not be as euphoric. If not, we will become more obsessed with maintaining the best of what we have.

It is easy to become very self centred and believe that our history, our goals and aspirations, and our problems and challenges are so unique that any understanding of our situation must come from within the ranks. Surprisingly, this is not so. Works like those of Goodson (1987, 1988) allow us to look at our problems through a different lens - that of the social construction of schooling. School subjects get to be the way they are because of social and political forces. Some school subjects are enduring, others have come and gone - health, driver education, latin in most of Canada and rural studies in England. Biology and geography had a difficult time gaining ground - difficult for us to believe isn't it? The point to be made here is that, whether we like it or not, politics enters into the equation of being a school subject.

> For while it may appear that the professionals have power to determine what is taught...their scope is limited by the fact that only the forms and activities which have significance for external publics can, in the long run, survive....It remains true that what is most important for the success of school subjects is not delivery of 'goods' which can be publicly evaluated, but the development and maintenance of legitimating rhetorics which provide automatic support for correctly labelled activity. (Reid, 1984 in Goodson, 1988, p. 193)

There are some other notions that arise from looking at school subjects from the "social construction of schooling" perspective. In speaking about the situation in Britain, Goodson (1988, p. 188) comments that:

> Academic subjects provide the teacher with a career structure characterized by better promotion prospects and pay than less academic subjects...the conflict over status of examinable knowledge, as perceived and fought at individual and collective level, is essentially a battle over material resources and career prospects.

In reading Goodson, I was particulary touched by a quotation from a case study of a teacher who had spent a lifetime of teaching and believing in rural studies in England who said:

> My ambition was to be head, and I had long talks with Young about how I could get to be a head. It became increasingly obvious to me that as a rural studies man I wasn't going to get a look in. (Goodson, 1988, p. 108)

Home economics has problems very similar to this and it has implications

for the presence of home economics educators at the graduate level at the university. The purpose of this paper is to discuss home economics at the high school level and I do not wish to digress. Suffice it to say that graduate study in home economics education is low and in a vulnerable position (Helmick & Griffith, 1990; 1989-90, 1990) and that has implications for the stability, status, and enrichment of high school programs. This is not to say that the problem is insurmountable, but it does deserve to be addressed as a challenge along with any deliberation of home economics in schools (Hall & Miller, 1989). The role of the Faculty of Home Economics/Ecology or whatever name provides the home economics content for teachers is easily overlooked when discussing curriculum and its status at the high school level. There is evidence that where school subjects have not been supported by a scholarly discipline at the university level, they have withered at the school level. To be part of such a subject is not seen as "career enhancing" and history tells us that when this has happened in other subjects, those teachers sought other paths to a career (Goodson, 1988, p. 158). A situation very similar to this can happen even if there is a scholarly discipline at the university if the gap between the conceptualization of the subject at the university level and the school level becomes too great. A drift from general education to vocationalism exasperates this situation to a point where some in the profession (Green, 1990; Rollins, 1981) begin to question the association.

In Canadian society as in the U.S. we see a prediction of more women in the workforce and a greater need for child care and food services. Those seem ideal areas for program expansion into vocational subjects. Hall and Miller in Home Economics Teacher Education into the 21st Century (1989) make this point as they try to predict the need for home economics teachers in occupational programs in the U.S.:

> Unfortunately, jobs in these sectors often are low-paying and may offer little opportunity for advancement. One might conclude that there will be an increased social need for occupational home economics programs, but because of economic reasons, the number of programs may not grow.

Abandoning the academic for the vocational may not bring the results some would wish for home economics (Gunderson et al., 1990).

6. Methodology For Teaching: Coming to Terms with Process, Experiential Learning, Decision Making, Problem Solving and More Catch Words to Come -

The 1980s brought an era of reform, a raft of standardized testing, calls for accountability, and mandates from U.S. state governments giving more centralized standardization as a way to bring about change. Canada wasn't left unaffected and in both countries there is or was, and maybe still is, a tendency towards more centralized control in some sectors of the schooling enterprise. We are still experiencing the effects of that fall out. Whole school units made decisions about the "right way to teach" and the tenants of "teacher effectiveness" as prescribed were right up there with the ten commandments - burning bush and all. Teachers were "Hunterized" (Myers, 1988, p. 180; Slavin, 1987) and coaching took on a completely new meaning. In this same era professional in-servicers were becoming an upwardly mobile and polished group - gust, quick fix, all placed as Hargraves and Dawe (1990, p. 235) put it "upon a pedestal of change, to be revered as 'pure' sources of inspiration and aspiration among the teaching profession." They suggest that "there are serious practical problems when the intellectual and moral doubts and disagreements surrounding purportedly effective instructional practices, which teachers are being advised to adopt are withheld from those teachers." Teaching under these circumstances becomes meaningless. A "What's good" is "What's new" syndrome develops and soon one fad fades into the next. Some teachers withdraw or submerge their feelings, those who must function through logic may leave

the subject if they cannot find logic there. Teaching strategy is more than a matter of right or wrong, it is a matter of classroom circumstance and teacher personality and educational beliefs. Each new method is based on implicit and sometimes explicit assumptions about the purpose of schooling, the needs of students, and what is worth knowing (Hargraves & Dawe, 1990, p. 236; Soder, 1989, p. 126). Change that teachers don't buy into is very frustrating for teachers who don't "buy in." Unless those teachers are accepted in an atmosphere of respect for their point of view, dissenters become marginalized with all the social and political implications that has in any social organization. "Group think" is efficient but it is not always "wise." Schools are also for teachers says Sarason (1990) and teachers must grow in their own sense of destiny if reform is to take place.

Process education gets a lot of press if you do a word count in the educational literature but a substantive discussion is not easy to locate - a conference such as this should help and I look forward to enlightenment on the subject. My personal difficulty is that if taken to its logical conclusion - that is, if process is "all", then teachers' knowledge of content is not very important. If knowledge of content isn't important, any subject might just as well, or better, accommodate the process - so why worry about the "territory" or who teaches the subject? This does create a challenge. Green (1990, p. 45) sees us enmeshed in "an inordinate concern with process, at the expense of substance." According to Attar (1990, p. 12 & 62) the notion of process is creating some confusion in the GCSE syllabuses as well. Time will tell how the British sort it out and the consequences of their approach. Since many of the terms in education come from management, the next few years of management may turn the tide if ideas like "The failure of American management is the substitution of process for substance" catch on. These tides do come and go.

As well, we in home economics are very much caught up in the rhetoric of decision-making but we don't write a lot about it - 12 articles out of 945 refereed research articles in home economics research journals 1972 - 1986 (Fetterman & Lefebvre, 1989). The fact is, we are probably teaching an overly simplified version of a very complex process that is not yet fully understood and varies with the situation (Cummings, Murray & Martin, 1989, p. 41). Coming to terms with the challenge of mission may help us in coming to terms with the catch words, funding options, and status potentials that throw themselves in our path in the '90s. Coming to terms with method may be eased for all of us if we can develop for home economics some kind of "new math" which does not equate "new" with "real change", or substance with fad and hype. In the meantime, while we are checking out the evidence and without becoming cynical or hindering progress we may find the motto - "if it looks too good to be true it probably is" - a guide to live by.

In closing this section, I suggest that there are more challenges in home economics than mentioned here (Smith & Turnbull, 1988). Gender equilibrium across the board is one ("Take Action", 1990). The lack of broad use of technology ("Kids," 1989, p. 46) and the development of information exchange systems is another (Shears & Shears, 1990) as is the impact of health education (Willis, 1990). Despite the fact that there are no shortage of problem areas, open discussion of challenges will not be easy. Choosing the vehicle for discussion may require some specialized expertise and a creative approach allowing input to be open and honest without becoming divisive.

Anticipating The Future

The notion that "If we know where we are, and perhaps a bit about how we got there, we might be able to see where we are heading, and

thereby affect our destiny" is attributed to Lincoln (Odiorne, 1981, p. 4). A better understanding of trends in home economics enrolments in schools and curriculum and program development in Canada would, I believe, be useful in gaining a broader perspective of home economics, and the magnitude of what lies ahead. From there, facing up to the challenges in home economics will enable open discussion of solutions that might meet acceptance by those involved directly or indirectly in giving leadership in school programs. Options chosen will likely fall in one or more of the categories proposed but the works in the history of school subjects should make option four - **propose a change and define something noble about the thrust and of the change, then place it in a philosophical framework** [implying integrity and conruity] (Odiorne, 1981, p. 242-247) (example: "war on poverty" vs. "the dole") should be of particular concern and worth the effort in the long term. Though worded differently, this is really part of what this conference is about.

We all have vested interests in the health and future growth of home economics. In that sense we are all loaded guns pointing in slightly different directions. History tells us that more than one school subject has been overthrown because the vested interest groups could not come to terms with their differences. Let us take care not to shoot each other in the process of reform.

Finally, given our vested interests in saving the subject and all the good that its continuance might bring, let us not forget our clientele at every level and ask ourselves, in the final analysis - Who will really benefit most from the options we have chosen? If the answer is, the clientele, then two more questions should be asked. If these people were not spending their time with us, what else might they be doing? Given **their** circumstances and the world **they** will face, which is the better route for our clientele to go? If from there we cannot honestly say we are the best route, then we need to look at our focus and our traditions and ask what it is that is holding us back. If we are painting ourselves into a corner, we had better stop painting and learn to fly in a new direction. The alternative is to be pragmatic and follow every new fad that comes along making a claim for it under the banner of home economics. The peril here is that it leads to alienation within home economics education and it can lead to programs that cannot be supported by significant others in the broader fields of home economics and education.

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A CONCEPTION OF GLOBAL EDUCATION: A HOME ECONOMICS EDUCATION IMPERATIVE

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It has been recently suggested that global education is an ethical obligation of home economics teachers (Duncan, 1990). Although I agree with the statement and have also argued for including global concepts in home economics curriculum (Peterat & Smith, 1989; Smith, 1989, 1990), it has become increasingly apparent to me that the most important aspect of our ethical obligation is to have a clear understanding of what we mean by global education in home economics. It is my contention that without conceptual clarity and examination of the requisite underpinnings and value base of education programs, we run the risk of promoting unsound ideas, of promising more than we can deliver, of pursuing outcomes that may be unethical or educationally unsound or even dishonest, and of supporting programs on the basis of false consciousness, reification or mystification (Shor, 1990).

My intention, therefore, is to examine global perspectives and their relationship to the mission of home economics articulated by Brown and Paolucci (1979); to present various conceptions of global education and to examine them for the global perspective they appear to present; to examine the conception of home economics education articulated by Brown (1980) for evidence of global education; and to argue for a specific global perspective and a specific view of global education in home economics education as being the ethically and morally justifiable position to hold.

GLOBAL PERSPECTIVES

Global education is a condensed version of "education for a global perspective" (Anderson, 1979). The primary goal of global education is to impart to students a global perspective. To have a perspective is to have a point of view on some object. It is characterized by intentionality, narrowness and limitation, and plurality.

Many global perspectives exist. Hanvey (1976) described "an attainable global perspective" which includes perspective consciousness, state of the planet awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices. Frazier (1985) outlined five components of global awareness/perspective as balanced development, voluntary simplicity, appropriate technology, international reciprocity, and sustainable lifestyles. Babich (1986) defines a global perspective as consisting "of the information, attitudes, awareness, and skills which taken together, can help individuals understand the world, how they affect others, and how

others affect them" (p. 46). Pike and Selby (1986, 1988) argue for an irreducible global perspective which must include systems consciousness, perspective consciousness, health of planet awareness, involvement consciousness and preparedness, and process-mindedness. Are these global perpectives defensible as educational aims?

In answer to this question, Coombs (1988) outlined three conceptions of a global perspective prevalent in the literature and examined them for their normative or value dimensions and their educative justifiability. First, he identified the instrumental conception which concentrates on the acquisition of knowledge but "implies nothing about what attitude one should take toward human problems" (p.2). Thus students may understand the world but lack a moral theory to guide their actions and use of knowledge. Second, he identified the pluralist conception which includes the belief that the values held by other groups have the same claim to validity as the values of one's own group. His criticism of this conception centered on whether such moral relativism could promote responsible action to improve the human condition. A third conception presented was the universalist perspective, a strongly normative position which includes a moral point of view and a theory of the good. Although most persons concerned with global education would want to impart some version of this perspective, Coombs (1988) questioned whether conveying this perspective can be a defensible educational aim. He expressed concern with promoting the beliefs in this conception without providing students with good reasons for adopting them and holds that education of this nature can be defensible only when the beliefs can be transmitted in a rational manner.

Finding these conceptions of a global perspective lacking a basis for rational justification and guidance where perceived universal values conflict or groups are in conflict over the interpretation of some value, Coombs (1988) presented a fourth conception which incorporates responsible value deliberation and justification. He identified this new conception as constructivist global perspective (CGP). A summary of the features of CGP follows:

1. Awareness or Knowledge Dimension

This includes some understanding of global conditions, developments, and trends, for example, population growth, wealth distribution, environmental concerns, and so forth, and some modest understanding of the systemic nature of the world.

2. A Moral Point of View

A moral point of view according to Taylor (1961) means a commitment "to the ideal of always giving good and relevant reasons when justifying moral judgments, moral prescription, moral standards, and moral rules" (p. 121).

3. Building a World Moral Community

A CGP includes the belief that the task of bettering the lives of people involves building a world moral community.

4. Value Deliberation and Justification

A CGP involves responsible value deliberation and justification. It includes the belief that through rational deliberation and dialogue it is possible to justify moral judgments to expand the range of common moral commitment.

5. Dispositions

A CGP includes the dispositions to acquire and use the kinds of knowledge, abilities, dispositions, and sensitivities that are necessary for rational consideration of value issues.

In summary, a CGP is based on the ideal of creating a moral community which sees all people as having equal moral worth and the ideal of ameliorating life conditions of people. It includes a moral point of view, and as such requires normative reasoning i.e., making judgments on the basis of good reasons rather than force, self-interest, fear, punishment, and so forth. I agree with Coombs (1988) that this global perspective (CGP) is ethically defensible and educationally justifiable.

A CONSTRUCTIVIST GLOBAL PERSPECTIVE AND THE MISSION OF HOME ECONOMICS

The Brown and Paolucci (1979) report, Home Economics: A Definition, presented the following mission statement which has been widely accepted by the field:

> The mission of home economics is to enable families, both as individual units and generally as a social institution, to build and maintain systems of action, which lead 1) to maturing in individual self-formation and 2) to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them. (p. 23)

This mission statement articulates the philosophical assumptions that guide home economics practice. It is assumed that families are important to society, that families need assistance, that home economists can offer assistance in the form of education, that people are capable of working together, and that they can shape society (Hargrove, 1988). I also contend that it implies a CGP. Consider the following brief analysis.

1. Awareness or Knowledge Dimension

The mission statement includes "enlightened" which implies freedom from ignorance, connotes a full comprehension of problems involved, and embodies the notions of judiciousness and of improving or making better. It also means being informed, thus the awareness or knowledge dimension is a part of the mission of home economics.

2. A Moral Point of View

"Maturing in individual self-formation" requires autonomous, moral agency and "critique and formulation of social goals" assumes a commitment to a way of life in which a moral value system takes precedence over other value systems. Thus a moral point of view is implicit in the mission of home economics.

3. Building a World Moral Community

Although the mission statement does not refer to building a world moral community, creating autonomous moral agents who can critique, formulate, and take action on social goals in the interest of creating a society free of ignorance, blind compulsions, and unnecessary forms of social domination, could be construed as working toward a world moral community.

4. Value Deliberation and Justification

One of the key phrases in the mission statement is that action in home economics should lead "critique and formulation of social goals". Use of "critique" implies evaluating or assigning value, thus value deliberation is a dimension of the mission of home economics. Justification is involved because the mission is a moral point of view which requires good reasons be given for moral judgments or evaluations.

5. Dispositions

The general acceptance within the home economics profession of the mission statement is evidence of an inclination to acquire and to use the kinds of knowledge, abilities, dispositions, and sensitivities that are necessary for rational consideration of value issues. The aim of producing a mission statement and further conceptual and intellectual explorations by Brown has been to increase within the profession the disposition of its members to probe beneath the surface and to use reason to give "more adequate political-moral and intellectual direction to home economics" (Brown, 1985, p. 958).

CONCEPTIONS OF GLOBAL EDUCATION

To date there has been little emphasis on conceptual analysis in global education. Instead, educators tend to offer programmatic definitions which often mask intent and justification. It is important for educators not to assume that all programs promote similar outcomes, because "regardless of the term they use, the educational, social, and political meanings they advocate often differ" (Grant, Sleeter, & Anderson, 1986, p. 48).

The following typology outlines five conceptions of global education which I think may exist. What should be noted is that each representation of global education has a distinct value base and a particular set of educational priorities that influence what is included, and excluded, in school programs.

1. Global Education as Business as Usual with Minimal Compliance to Global Awareness
   - educational tradition
     - academic rationalism
     - cultural transmission/conservation
     - subject centered, knowledge transmission
     - based on analytical-empirical science
   - values
     - mastery, technical control, conformity, respect for tradition and authority
   - purpose
     - to maintain the status quo
   - assumptions
     - the future will not be radically different from the present
     - our outlooks and attitudes will not need to change
     - there will be change but we can handle it
     - problems will be overcome by accelerating the development of, and the more effective use of, science and technology
     - what exists, for example, the use of power to maintain stability and peace, is adequate
   - practices
     - offer students same traditional curriculum and instruction with perhaps some disciplinary study of international relations and institutions or study <u>about</u> the Third World
2. Global Education in the National Interest
   - educational tradition
     - instrumental conception, education is an instrument of society
   - values
     - nationalism, power, control, success, materialism, patriotism, ethnocentrism
   - purpose
     - to enhance the country's political, economic, socio-cultural influence in international affairs
     - to evoke loyalty to the nation and enhance national security
   - assumptions
     - education should meet the employment needs of the nation's corporate and political elite
     - knowledge of language, culture, and so on, of other countries can enhance one's business opportunities and influence worldwide
     - strong authoritarian government will conserve and distribute dwindling resources and enforce order
   - practices
     - language, cultural study, and regional study of foreign countries

3. Global Education as Individual Self-Development in a Changing World
   - educational tradition
     - individualism, self-actualization
   - values
     - individual well-being, personal success, achievement, competition
   - purpose
     - enable students to participate more fully in an interdependent world
     - individual survival
   - assumptions
     - relevance in personal terms
   - practices
     - language study, cultural study, and regional study of foreign countries
4. Global Education as Human Relations and Citizenship
   - educational tradition
     - person-centered, cognitive processes
   - values
     - respect for others, tolerance, order, equality, cooperation
   - purpose
     - to evoke mutual understanding and cooperation to solve global problems
     - reduction of prejudice and stereotyped thinking
   - assumptions
     - personal worth and self-understanding is an important step in developing respect for others
     - to create well adjusted, respectful members of society
     - the world is an interconnected system
     - universality of human values
   - practices
     - study of the relationship between overdevelopment and underdevelopment
     - inquiry learning
     - cooperative learning
5. Global Education as Social Reconstruction
   - educational tradition
     - social-reconstructionist view of education as a means for initiating social reform
     - societal-centered
   - values
     - equality, justice, human rights, peace, freedom, caring, liberation
   - purpose
     - to improve quality of life in all countries
     - to prepare students to challenge oppression, inequality, and structural violence
     - to foster human rights and justice
     - to promote social change by challenging exploitative values
   - assumptions

- education is fundamentally political
- all people are of equal moral worth
- individual development cannot be separated from the social context, they are interdependent
- schools do not sufficiently promote human rights and justice unless they challenge structures
- school structures and relationships themselves are part of the oppressive structural violence, thus, are also open to challenge
- the future will require a radical change in direction involving decentralization, ecological concern, and supportive human relationships

-practices

- organize curriculum around social issues
- problem generating and solving
- critical inquiry
- teaching political action skills
- education should be a purposeful dialogue between teacher and student
- teaching allows students to articulate and to reason about value issues (e.g., peace, development, the environment, human rights, and structural violence) (Smith, 1990, pp.58-61)

From an ideological standpoint, Global Education as Business as Usual and Global Education in the National Interest are conservative (Richardson, 1982). Nationalistic, technical, and traditional in perspective, their characteristics in practice would be distinct subject areas, teacher-centered instruction, a passive view of students, and textbook learning. Conformity to existing values is the aim with the function of schools seén as preparing children to take their place in the existing social order. The education system just meets the needs of society.

Global Education as Self-Development and Global Education as Human Relations and Citizenship are more liberal (Richardson, 1982). With roots in the child-centered tradition emphasizing personal development and liberation, social adaptation is the goal, and thus society is studied to determine what students need in order to live well, to have desirable relations with others, and to get ahead. The valued end is students who are able to use thinking skills to solve problems and make decisions. Although remediation of problems and situations in society may be the result, they do not seek fundamental change in the nature of society, hence do not question the premises or values at work. They, along with Global Education as Social Reconstruction, assume that through awareness of the forces that work on them, students may be capable of acting differently. The difference between Global Education as Self-Development, Global Education as Human Relations and Citizenship, and Global Education as Social Reconstruction is that the first two focus primarily inward. In doing so, they avoid the issues raised when one examines the

relationship between personal and societal morality and the social and political conditions that exist.

Global Education as Social Reconstruction is a more radical (Richardson, 1982) or utopian position because it aims to effect fundamental change creating a new social order. It is a future oriented, critical perspective and rather than focussing on the world as it is, emphasis is placed on what it should be. In contrast with the passive nature of the other conceptions of global education, it aims towards the active promotion of a better world. The valued end is students who are able to raise value, ethical, and moral questions and seek morally and ethically defensible solutions to problems.

CONSTRUCTIVIST GLOBAL PERSPECTIVE AND THE CONCEPTIONS OF GLOBAL EDUCATION

Of the conceptions of global education presented, Global Education as Human Relations and Citizenship and Global Education as Social Reconstruction come closest to representing the elements of a CGP. Thus, global education developed to impart to students a CGP has its roots in, and tries to combine, two broad educational traditions: (a) the personal change orientation; and (b) the social change position. It is pragmatic in that it recognizes the need to balance self interest with general interests. There is a particular focus on personal worth and personal growth, along with an emphasis on the need to engage in value deliberation and debate which examines the "globalness" of our lives, that we tend to take for granted.

Although this has been a cursory examination of the conceptions of global education, I would like to outline Constructivist Global Education as a conception of global education which I feel should be adopted by home economics education. It features:

1. A Global Nature. It is global and as such contains the notion of the world as a single system and includes the themes of change, interdependence, inclusivity, and connectedness.
2. A Constructivist Global Perspective. Its aim is to impart to students a constructivist global perspective, therefore, it contains an awareness or knowledge dimension, a moral point of view, a commitment to normative reasoning, and a commitment to building a world moral community.
3. Education as Humanism and Social Reconstruction. As education, it is a normative concept involving a wide range of interdisciplinary activities aimed at developing in students the dispositions toward social critique and the rational consideration of value issues, with the intent of liberating people (including themselves) and promoting social action.
4. A View of the Educated Person. The educated person is conceived as one who has a significantly better understanding of the world than the uneducated person, who

has a constructivist global perspective, who is able to think critically, who reaches informed, autonomous conclusions and can rationally justify them to others, and who is inclined towards transformative, emancipative action. 5. A Reciprocal Student-Teacher Relationship. The relationship between student and teacher is one which allows rational, purposeful dialogue.

SUMMARY

I began by stating the importance of conceptual clarity in educational programs. I hope my analysis will serve as a guide for developing curriculum in global home economics education, will assist in analyzing and assessing existing or proposed projects in global home economics, and has illustrated the need for conceptual analysis and conception development in home economics education.

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CHOOSING LIVELIHOOD AND LIFESTYLE OPTIONS: A GLOBAL CONCERN

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There are major livelihood and lifestyle choices to be made by individuals and families today and in the future if we are to sustain human life and the environment. Freedom of choice is the ultimate human prerogative (Hoyt, 1969). According to Elizabeth Hoyt, choosing ..." is a matter of two inter-related freedoms... freedom to choose motivations, beliefs and objectives in living... and, freedom to know and select alternatives." (Hoyt, 1969:6). Everyday we make major choices unconscious of the number and depth of the influences upon us, and we do not always want to know (Hoyt, 1969:7).

One of the strongly held beliefs throughout the world is that of the role of women and men. Each society has an ideology which identifies "women's work" and "men's work" and allows a different set of rewards and benefits by gender. Conflicts arise due to inequitable distribution of power and resources inside and outside the family. Eyre (1989:22) argues that although the major purpose of secondary school home economics is "...to prepare young people for family living" the programs "...should also promote transformation rather than maintenance of traditional gender relations". Although boys may be enrolled in home economics classes they may continue a relationship of power when working with girls in the class. Transforming gender relations is a new challenge.

Helping students choose the best livelihood and lifestyle options are inter-related challenges. How should we live, and what should we do, as women and men? Eyre (1989:24) suggests that home economics curricula tend to promote "...masculine virtues of individualism, competition and control, rather than the feminine virtures of co-operation, caring and nurturance". Industrial expansion, economic efficiency, comptetiveness, efficient modern technologies are the dominant values that are promoted in society. Is it possible, therefore, to develop a home economics curriculum which is gender sensitive, and sensitive to lifestyle and quality of life issues?

Gender, lifestyle and quality of life are global concerns. Does our competitive, consumer oriented lifestyle have an indirect influence on the lives of women and the poor? Does the industrialized world and its people use up or waste too much of the earth's scarce resources? These are value questions. They cannot be answered without reflection and without intelligent examination of alternatives (Arcus, 1985; Engberg, 1989). But first, the questions must attract our attention. Our perceptions may be that we have no choice, or no control at micro levels; or that such questions cannot be addressed.

Vaines (1988) is among those that remind us that the practice of home economics can become more eco-centred and reflective, and that we can choose to take enlightened actions of benefit to humans and sustainable development. If the profession of home economics is to become a stronger force for the future it is obliged to deal with questions of choice and of gender relations.

THE FOCUS ON CHOICE

Choice is a final stage in the decision-making process. The first step is recognizing that a decision is needed. If no choices are perceived or brought to the level of awareness, no decisions are made. Day to day routines are followed without thought. Power relationships remain the same. Hoyt (1969:12) states that "... the final choice, decisions among conscious alternatives, is only a culmination: behind it lies a whole range of values". Learning the steps in the decision process has been important in the field of family economics and managment, but value questions and the choices which lie below the surface of our awareness may not receive enough attention. Thus, educators and their students need to become more conscious of perceptions that lead to the first step in the decision process.

Making appropriate choices in everyday life is difficult because of the interdependence of private and public concerns, and the growing number of global concerns. The private choices of women and men, and of households have influences on society at large, and vice versa. Micro and macro systems are inter-dependent. Individuals and families do not have complete freedom to do what they want to do (Paolucci, Hall and Axinn, 1976:10). They have global responsibilities and obligations with respect to public policy and political decisions. Do we want peace or war, "greening" of our environment or large scale industrial expansion, caring communities, family life, poverty alleviation or something else? Choices are complex, but we must accept the power to choose. What kind of future do we wish to share?

PERCEPTIONS OF THE ECONOMY AND OF LIVELIHOOD

A number of writers concerned about development have argued that, if we are to put people first, our perceptions of the economy and economic growth need to be changed (Ekins, 1986; Ross and Usher, 1986; CEPAUR, 1989). A major problem is our interpretation of the term economy. The economy is conventionaly interpreted to include only the formal or monetized sectors of a nation's activity and not the informal or non-monetized sectors. People assume that the only part of the economy that counts is the part that increases the GNP or the national wealth. The conventional definition of work is narrowly restricted to work in the paid sector of the economy. People's perceptions of themselves if they are unemployed is that they are "not working" and that they have very little worth.

Those who are involved in the field of women in development are concerned about developing a wider perspective of development and of women's employment (Antrobus, 1989; Grown and Sebstad, 1989). A special issue of the journal "World Development" edited by Grown and Sebstad (1989) points out the need to redefine terms and concepts which describe women's work. A concept that is recommended is that of livelihood systems because it takes into account household and community work as well as women's contribution to the national economy.

The concept of livelihood system is especially important to understanding the options available to the poor. Millions of people today, the majority of whom are women, live in conditions of absolute poverty (Grown and Sebstad, 1989:937). The numbers of poor women living in poverty in Canada have increased by 110 percent between 1971 and 1986 (NAC, 1991). In times of economic stress or economic restructuring, more women than men lose employment opportunities. According to Robertson (1989) the world will never experience full employment, therefore, new views about the future of work and of the economy are required.

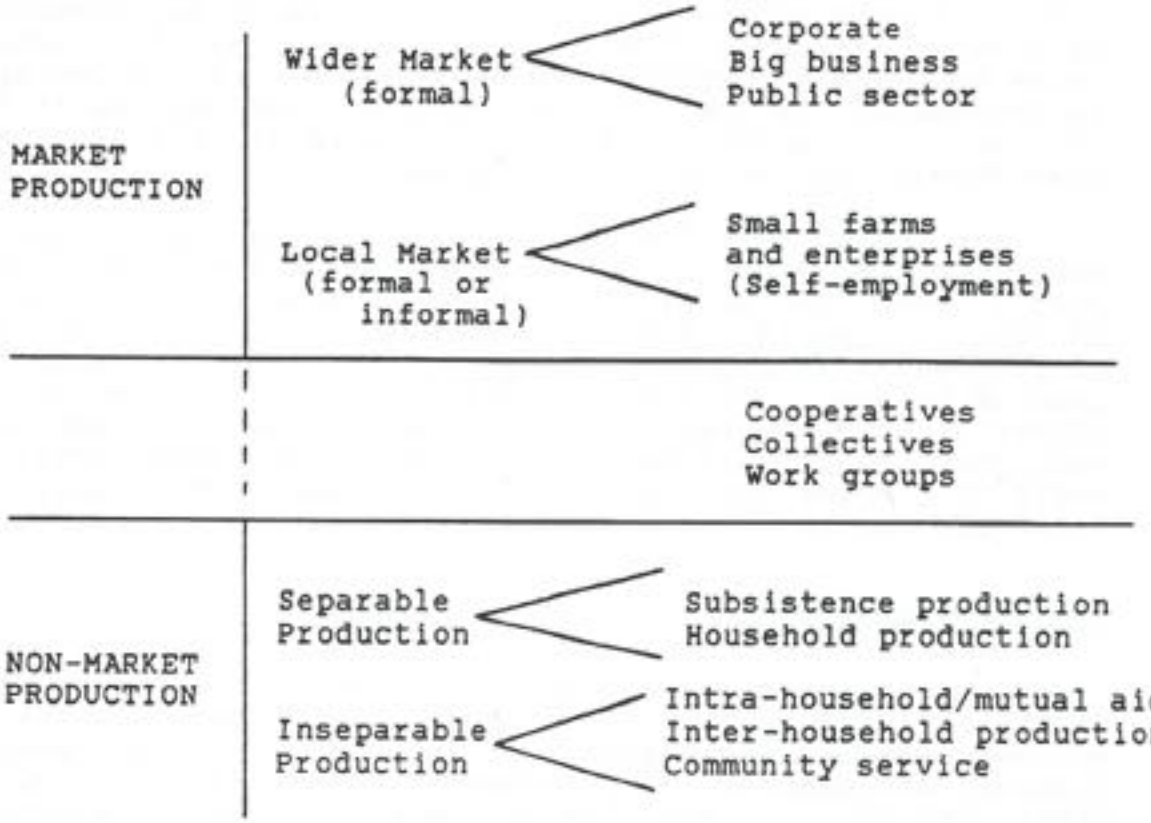
THE WHOLE ECONOMY

Ross and Usher (1986) are among the economists who propose expanding our vision of the economy. See figure 1 for a whole economy perspective adapted from the book "From the Roots up - Economic Development as if Community Mattered" (Ross and Usher,1986:55). In the diagram, note the types of economic activities categorized as market activities and non-market activities and those that fall in-between.

Market production includes those activities which involve the exchange of money, goods or services. Commercial agriculture, business and industry, wage employment, self-employment and micro-enterprises are activities which generate a cash income. At the top end of the economic system, are large scale transnational corporations and government bureaucracies. At the lower end, are the intrahousehold activities performed by all humans for their own well-being. The system is hierarchical. Large scale operations are regulated. They use specialized processes and a technical division of labour. Only people with specialized training and capabilities are employed. Individuals who participate at the "top" of the structure (mainly men) have much more power than those at the "bottom" (mainly women).

Small farms and self-employed business enterprises such as repair shops and retail outlets are not highly specialized. They also belong to the market or formal sector of the economy.

Figure 1 THE WHOLE ECONOMY



(Adapted from Ross and Usher, 1986:55)

Activities of the informal economy are not clearly visible or documented. They include the unregulated, casual labour sector. Many women and children work in this sector, in three types of enterprises, according to Kate Young (1987):

1) **Small scale sub-contracting** - producing intermediate goods for the formal sector (eg. machine parts or piece work for the clothing industry),

2) **Small scale manufacturing** - producing intermediate consumer goods for the domestic market, usually in competition with formal sector goods (eg. making furnishings, clothing, handicraft, snack foods), and

3) **Small scale personal services** - such as petty trading, small scale transport, messenger services, hairdressing, repair, etc., mostly for informal sector producers in the local community.

Income generation from these informal sector activities is usually small and unstable, working conditions are difficult.

Both women and men are involved in commercial enterprises, in agriculture, in wage employment or in self-employment. Women

invest their energy and their time in one or the other market sector activities on a seasonal, full-time or part-time basis according to their stage in the life cycle and on family demands. Generally women are more heavily involved than men in the non-market economy.

Non-market production includes two basic types of economic activity, identified by Beutler and Owen (1980) as separable and inseparable. Separable production is production, by and for households, of goods and services which could be purchased if there were an opportunity. It includes subsistence agriculture and some of household work. If money is available food, fuel, clothing, housing, furnishings, and other material goods can be purchased. Services such as farming, transporting, meal preparation and service, housecleaning, laundry and child minding can be also be purchased or labour hired to perform the tasks. The production tasks are called "separable" because it is possible to separate the task from the person doing the work. The work can be delegated to outsiders or paid employees.

Inseparable production, on the other hand, cannot be delegated to outsiders. Family or household members perform the tasks because of the human values and relationships of people involved in the activities. The work is performed because of human need. According to Beutler and Owen (1980) there are three categories of such obligatory activities:

1) intra-household production - giving birth to children, nurturing and caring for children and adults, and socialization,

2) inter-household production - participation in ceremonies, mutual aid and support, skills exchange,

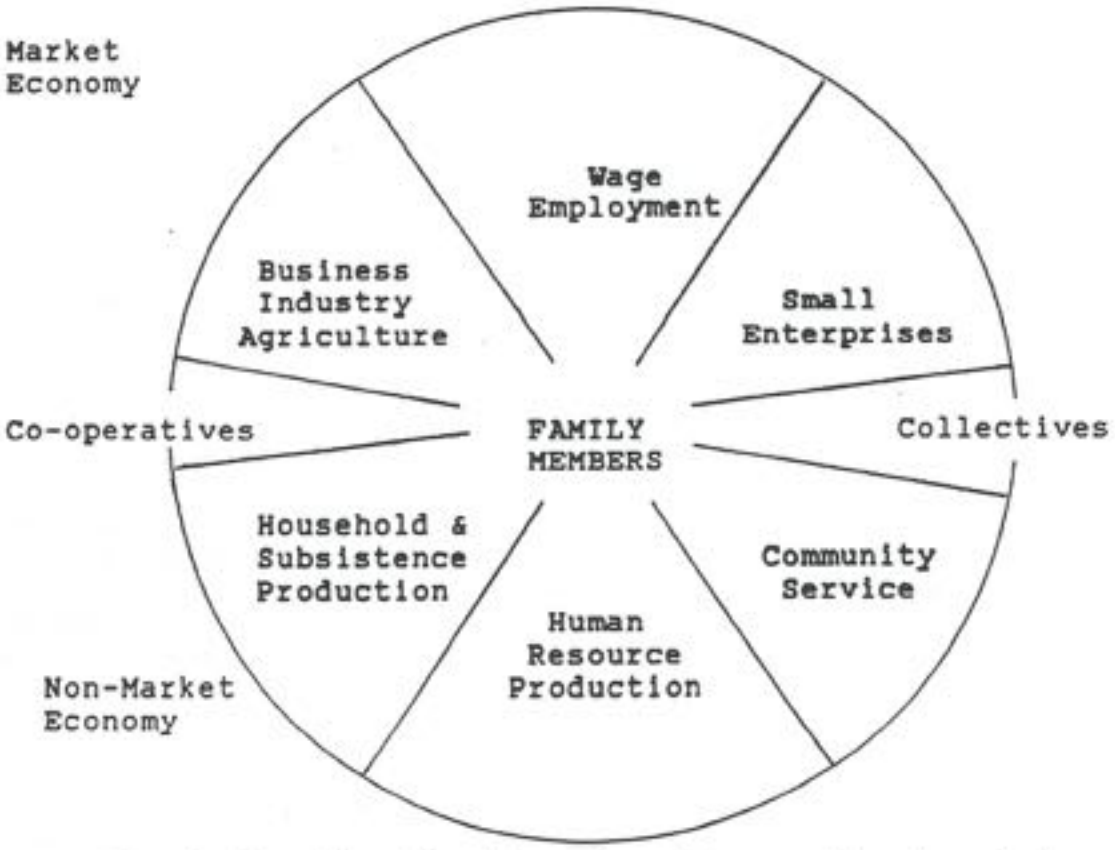
3) community service - voluntary work; political, judicial and religious services.

Individuals are obliged to participate, on behalf of their families and the community.

The concept of whole economy is significant because it recognizes differences in scale and in diversity of economic activities. System linkages need to be understood, because there is an interchange of labour and goods across boundaries. Most families in Third World countries have weak links with the market economy. They do not have the money to purchase goods and services. Nor is the national economy well enough developed to provide the needed consumer products.

Let us now examine the micro system or livelihood system of households more closely. The livelihood system of households is an integrated system to be managed by the household. Figure 2 attempts to show overlapping production activities.

Figure 2 THE FAMILY LIVELIHOOD SYSTEM



The family livelihood systems framework acknowledges the diversity of human activity. Family systems are dynamic. Family members come and go and use a mix of livelihood strategies. Poor families do so in order to survive; the middle class, in order to improve their standards of living (Grown and Sebstad, 1989:941). Individuals move in and out of the paid labour force, they change their production and consumption patterns based on the resources available. The extent and nature of the involvement of women and men in each sector varies by culture and local environments. Therefore the need to study intra-household dynamics and resource allocation patterns in different environments.

Mutual aid, barter and skills exchange are transactions which support individual and household activities. People are able to pool their labour or form community work groups from time to time. They can form producer and consumer co-operatives or collectives which do not operate purely for profit. Individuals who live in an open family system reach out, beyond household boundaries, in order to receive support from neighbours and extended family. Access to social networks and community services, and to resources are essential. Women and men do not have the same access and control over resources.

Women's and men's livelihood activities and experiences need to be examined independently, within their own environment. Huber (1988:12-13) suggests that a theory of family, economy and gender must begin by examining "...what men and women do each day to secure food, clothing and shelter, analyzing how they organize their work around available tools", and the the ecology of the local environment be taken into account.

IMPLICATIONS FOR HOME ECONOMICS CURRICULUM

The home economics professions has a family ecosystem framework available (Paolucci, 1977; Vaines, 1988). At the XIIIth Congress of the International Federation for Home Economics, Paolucci suggested that families provide an integrative function in contributing to non-market and market activities (Paolucci, 1977:105). Vaines (1988) has recommended an integrated approach. A curriculum with an integrated approach could put more emphasis on process skills; skills of decision making, problems solving and management. Such skills could help students with the "whole" of family life. One example of an integrated curriculum is the program of instruction titled "Home and Career Skills" designed for New York State (The University of the State of New York, 1986).

If home economics programs took an ecosystem and global perspective students could learn to make comparisons. They could begin at home - exploring individual-family-environment relationships, and identifying resource allocation problems. "Rural Households and Resource Allocation for Development" is a training manual which takes an ecosystem perspective (Engberg, 1991). It was written for the Third World but the concepts have equal relevence in Canada. Reorientation of home economics curricula is essential if a global perspective is to be taken. The AHEA Home Economics Teacher Education Yeardbook present a rationale and examples of international practice (Williams, West and Murray, 1990).

CONCLUSION

The use of the whole systems framework could help teachers reconceptualize the allocation of family labour and the choices available to males and females. A more equitable distribution of work and resources inside and outside the family system could be the key to building stronger family and community solidarity.

Teachers and students need to question conventional economic assumptions about work and of production and whether or not "outside" institutions can meet individual and family needs. Health care, development of values and of production and consumption behaviour begins inside the family. Teachers may inadvertently promote certain kinds of careers and a consumer lifestyle which hurts rather than supports family initiatives, both in Canada and in Third World nations. Students who learn

something about international market and trading systems, and the source and the types of consumer goods produced might become more aware of global inequities. Export led industrialization and cost cutting strategies of business and industry, for example, have been know to lead to low-wage female labour and lower levels of family welfare.

Home economics educators must help shape public policies and not allow societal pressures to shape their programs in ways which disdavantage women and families. The choice of vocational education and training, for example, may relegate women and girls to the low-skilled, low-paid wage labour sector.

If home economics educators could accept the challenge and their power to foster change they could contribute to problem solution and prevention. They could become stronger advocates for families in need, and place more emphasis on nurturance and care than on technical competence alone. Changes in thinking and action require courage and commitment. The choice is up to us.

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Curriculum and Pedagogy for Gender Equity

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The 1990 Strategic Plan of The Canadian Home Economics Association includes attention to gender equity. President, Linda McKay (1991) writes: "A policy of gender equity at home and abroad should be addressed...It was decided at the Annual General Meeting to develop a position paper or policy on the importance of including gender issues in primary to post secondary education curricula..." (p.6). This initiative has no doubt not come about without concerted efforts by feminist home economists. However, it should not be assumed that attention to gender equity necessarily deals adequately with gender inequality. Much depends on the meaning CHEA attaches to "gender", which ultimately informs CHEA's understanding of gender equity and the action toward gender equity taken by the field.

The purpose of this paper, therefore, is to show how different understandings of gender lead to different solutions to gender inequality in schools. I argue that solutions to gender inequality that view gender in terms of gender roles are inadequate. I argue that home economics educators should adopt solutions to gender inequality in schools that view gender as a social relation of power.

Gender Roles or Gender Relations?

Different opinions about what counts as an adequate solution to gender inequality in schools can be attributed to different understandings of "gender". Typically, schools focus on sex balancing course enrolment, eliminating sex stereotyping in school texts and resources, and correcting gender bias in student-teacher interaction. The assumption is that if barriers to access are removed, and individual attitudes regarding gender roles are changed, then gender equity in schooling will result. These solutions view gender as a matter of individual attitudes and personal behaviours (Kessler et al., 1985). Others, however, argue that gender, rather than being an individual role or behaviour, is a fundamental constituent of social relations. From this position gender inequality in schools is recognized as part of a collective, institutionalized process of subordination. Robert Connell (1987) writes:

> It is often difficult to see beyond individual acts of force or oppression to a structure of power, a set of social relations with some scope and permanence... deeply embedded in power inequalities and ideologies of male supremacy. (p.107)

Home Economics Education

Home economics education has always been influenced by concerns about gender. Though early home economics supported the sexual division of labour (Prentice, 1988), home economics educators' understanding of gender equity meant raising the status of women's work in the home relative to men's work in the public world (Merrell et al., 1984). To home economists in Canada, such as Adelaide Hoodless, this meant having domestic work recognized as a science and part of the school curriculum for girls (MacDonald, 1986). In the early 1970s, however, in response to Sex Discrimination Acts and feminist concerns about the role of schooling in the sexual division of labour, home economics was widely promoted as a coeducational subject. Recently, attention has been directed at curriculum guides, texts, and resources. Here the focus has been on providing a gender neutral approach to home economics concepts and social issues; one that does not appear to favour girls or boys; women or men.

Though little attention has been paid to how goals of gender equity through coeducation are realized in home economics classrooms, the work of Bernice Hayibor (1990) and my own work (Eyre, forthcoming) raise questions about the adequacy of this approach. Bernice Hayibor has exposed gender bias in supposedly "gender neutral" home economics textbooks. My own work shows how traditional gender relations of domination and subordination are constituted in coeducational home economics classrooms and how ideologies of male supremacy enter into daily lives in classrooms. This work supports feminist concern about the adequacy of solutions to gender equity adopted by schools and suggests that we should rethink our understandings of gender equity and our strategies for achieving gender equity in home economics education.

What would more appropriate solutions to gender inequality in schools look like? Though there are differences, feminist theorists offer alternative solutions derived from an understanding of gender as a social relation of power. I believe it is important that home economics educators take their suggestions seriously.

Alternative Solutions

Feminist theorists have argued against the notion that coeducation provides an equal education for girls and boys. The argument, briefly, is that coeducation means giving girls and boys an education designed for males. Carol Gilligan (1982), Jane Roland Martin (1981) and Adrienne Rich (1985) have been influential in calling attention to masculine bias in school knowledge. They claim that the disciplines exclude, distort, and devalue women's

experiences. Jane Roland Martin, for example, says schools are permeated with masculine values of competition, power, and control and prepare students only for the public world. She says schooling should be informed with feminine virtues of care, concern, connectedness, and nurturance, and should also prepare students for the private world of home and family. Jane Roland Martin argues that both dimensions must become an integral part of the education of all students and across all subjects in the curriculum.

Feminist theorists also have provided data to support the belief that students receive unequal treatment in coeducational classrooms. Many studies have shown that boys and men dominate interaction and shape curriculum in coeducational settings (Sadker & Sadker, 1986; Kramarae & Treichler, 1990). Some schools have responded to this concern and offer workshops for teachers on gender bias in classroom interaction. Though this work has been valuable in exposing gender bias it tends to blame the teacher rather than situate the teacher's work as part of a systemic system of unequal power relations. Thus workshops to improve teachers' questioning techniques in coeducational classrooms, are insufficient. Gender inequality in coeducational settings is not only a psychological, personal issue, it is also an issue of power.

In order to provide an equal education Jane Roland Martin (1981) says that, rather than treating students the same, educators should treat them differently. She says that gender equity can only be achieved if teachers are sensitive to differences between girls and boys, differences based on their past gendered experiences. She says that teachers should provide different treatment to reflect the interests of the disadvantaged group. Mary Belenky (1986) and her co-workers support Martin's argument. They relate gender sensitivity specifically to theory about how women learn. They argue that schooling should be sensitive to women's ways of knowing: ways of knowing grounded in life experience rather than abstractions.

Women's experiences and ways of knowing, however, are determined by many dimensions of their lives. In particular, writings of poor women, black women, Native Canadian women, refugee women, and lesbian feminists have shown how their experiences as women are tied to oppressions of capitalism, racism, colonialism, and heterosexism. Teresa De Lauretis (1990) says that these "axes of difference" (p. 133) interweave in complex ways. Sandra Kessler (1985) and associates support this argument. They argue that attention should be paid to variation within categories. They say that particular kinds of femininity and masculinity are constructed as cultural ideals in schools and other kinds are suppressed. Gender inequality,

therefore, should be looked at in conjunction with other forms of oppression that exist in schools.

In addition, Robert Connell (1987) argues that individuals do not simply resist or reproduce oppressive structures, but are constantly constituting their own culture. He also says that practice can oppose structure. Solutions to gender inequality in schools, therefore, should attend also to how students and teachers build as well as respond to oppressive social structures. To do so involves not only taking into account curriculum content, but also the gender relations of the classroom.

Alternative Solutions for Home Economics Education

The framework presented here raises questions about the extent to which home economics education: a) encompasses education for the private sphere; b) is sensitive to women's experiences and ways of knowing; c) incorporates diversity and demonstrates sensitivity to many axes of difference; and d) opposes oppressive structures and works toward social change.

Education for the Private Sphere

Patricia Thompson (1988) argues that home economics fits Jane Roland Martin's education for the private sphere more so than other school subjects. Though home economics is a field of study devoted to the home and family it has, however, been influenced by the larger political arena. An arena dominated by men and a particular kind of masculine view of what counts as knowledge. Patricia Thompson (1984) writes:

> Home economics cannot divorce itself from issues of power and powerlessness because the power of critical reality definers in the social system deprives Home Economics of the power to define itself and forces on it the definition of others. (p. 320)

There is probably some truth, therefore, in the criticism that home economics in schools has transformed everyday life into a series of skills that bare little relation to students' everyday experiences and instead work in the interests of capitalism by controling students' attitudes and behaviours (Griffith, 1988). (See also Hayden, 1983; Ehrenreich & English 1979). Critics within the field have similar concerns. Marjorie Brown (1984) writes:

> We claim to believe in a democratic society but we take an authoritarian position in seeking to promote and maintain certain totalitarian forces in society and in

> upholding a mode of professional action which is manipulative and repressive. (p. 53)

Consequently, we cannot assume that home economics embodies values of care, concern, connection, and nurturance. Masculine values of competition, power, and control are evident in home economics curriculum guides and in classrooms because the dominant values of society permeate the profession and the schools. It is understandable, therefore, why Jane Roland Martin (1984) is relucant to connect home economics with her view of education for the private sphere.

Education for Women's Experiences and Ways of Knowing

One might assume that home economics, as a female-majority field, would be particularly sensitive to women's experiences and ways of knowing. Critics in the field, however, say that home economics relies on androcentric theories from the social and physical sciences (Peterat, 1989), and pays little attention to women's material experiences (Engberg, 1988; Eyre, 1990). Lila Engberg writes:

> Many of us treat families only as consumers but not as producers. The 'economics in the family' section of high school curricula, for example, pays attention to family income, money problems, family spending patterns, and management of financial resources, but omits mention of time and labour as economic resources...There is more to economics than consumption. Women, for example, are often caught in a time bind as they continue to provide most of the household labour and also work as community volunteers. Financial and time constraints of women is a global concern. (p. 168)

In addition, home economics has been criticized for its reliance on technical rationality (Brown 1984). Jane Roland Martin (1981) and Mary Belenky et al., (1986) suggest that an emphasis on the technical favours boys' and men's gendered experiences and ways of knowing over that of girls and women. Robert Connell (1987) would no doubt add that it favours a particular kind of masculinity while subverting other kinds.

Education for Axes of Difference

The mission of home economics encompasses a broad definition of family (Brown and Paolucci, 1979). One might assume, therefore, that the profession would attend to diversity in family living and would be working on behalf of all families. Yet critics in the field say that home economics knowledge is white (Williams, H. B., 1988),

represents middle-class interest (Brown, 1984), and pays little attention to the everyday lives of groups who because of their low status, but high visibility, are treated differentially (Williams, G. M., 1988). In a critique of home economics research, Gloria Williams (1988) writes:

> Little is known about Afro-American, Asian-American, Native American, and Hispanic families...The knowledge created has been shown to be fragmented and atheoretical...More detrimental, however, are implicit ideologies pervading some research about racial and ethnic diversity...pejorative ideologies based on race and class are apparent. (p. 74)

I would add that home economics knowlege is also heterosexual (Eyre, 1990). Experiences of gay and lesbian students and the lives of homosexuals in families are ignored or treated as "other" in the literature and in curricula.

Education for Opposition to Oppressive Social Structures

Again, if home economics educators were to follow the mission of the field and adopt instrumental, interpretive, and emancipatory systems of action (Vaines, 1980), education for opposition to oppressive social structures would be an inevitable outcome. Yet, as already mentioned, adherence to a technical rationality precludes education for emancipatory action. In addition, though there have always been voices in the profession that have advocated social change (Saidak, 1986), home economics education has been influenced by powerful groups in society and has advocated adaption to social change rather than social transformation. As Lila Engberg (1989) says: "Individualistic tendencies have shaped our thinking and are not necessarily socially beneficial" (p. 161).

Thus, viewing gender as an issue of power provides a broad understanding of gender inequality. From this position, gender equity involves more than questions of access, sex stereotyping, and gender bias in student-teacher interaction. A solution does not, however, lie in adding women's issues on to already existing sexist, classist, racist, and heterosexist curricula. Nor does it mean rejecting home economics completely. It means doing home economics differently.

How can we begin to do home economics differently in order to work toward gender equity? As a way of stimulating discussion, I offer some suggestions. First, as home economics educators, I believe we must come to know ourselves better. Collectively, we could begin by analyzing the discourse of curriculum guides and resources. We must question the basic assumptions that underlie knowledge in

home economics and that ultimately inform our practice. This is not an easy task because sexism, racism, classism, and heterosexism are institutionalized - they are an established part of our way of being and our way of thinking about the world.

Also, we must inform ourselves with knowledge of less powerful groups in society. In this way we will become more sensitive to the diversity of women's experiences and come to a fuller understanding of those whose interests we have traditionally represented and those whom we have ignored. Students in our classrooms can be our greatest informants. We must listen more carefully to their experiences in family living and their responses to home economics programs. Only in this way can we hope to become relevant to students' ways of knowing and to their everyday lives.

Being sensitive to women's experiences means that we should avoid a gender neutral approach to concepts. A gender sensitive approach will enable home economics educators to name what happens in families (McCannell, 1986), and avoid masculine bias that, in a male dominated society, is inevitable in any approach that claims to be neutral. Home economics educators, therefore, must find a way of talking about families without neglecting the experiences of individuals in families, particularly women (Eichler, 1983).

However, in order to work toward gender equity, it is not enough to deal only with women's experiences. Teachers must involve students and themselves in opposing oppressive structures. Students and teachers must be involved in "self reflection and empowering strategies" (Williams, G.M., 1988). Such strategies should be sensitive to diversites among students, such as gender, ethnicity, class, and sexual orientation. I also concur with Lila Enberg who says that home economists should "join and support organizations with humane objectives" (1989, p. 162), and should "join with feminists who work on behalf of women in development" (1988, p. 168).

What would empowering strategies look like in the classroom? Until recently I would have referred to practical reasoning strategies that have come out of the mission statement (Vaines, 1980). However, I hesitate to do so because practical reasoning has been criticized by feminists for its reliance on white, masculine discourse based on an ethic of rights. In contrast, Carol Gilligan (1982) says feminine moral reasoning is based on an ethic of care. Patrocinio Schweickart (1990) says that "prevailing theories of discourse...overlook the subjective activity of listening and that this oversight correlates with the fact that the theoretical discussion has been virtually

uninformed by the subjective and intersubjective experience of women" (p. 87).

This concern points me instead to feminist pedagogy. Though there are differences among feminist pedagogs, and feminist pedagogy is not without problems (Lewis, 1989), the work of Linda Briskin (1990) seems to me to offer some help in moving toward gender equity in home economics education. She calls for a pedagogy that empowers students through knowledge about oppressive societal structures and calls into question the gender relations of classrooms. She calls this an 'anti-sexist' pedagogy toward gender equity. Linda Briskin (1990) writes:

> An anti-sexist strategy makes gender an issue in all classrooms in order to validate the experience of students, to bring it into consciousness, and to challenge it. It makes gender an official rather than an unofficial factor in classroom process and curriculum; by extension, an anti-sexist strategy takes up race, class, and sexual orientation, which interrelate in complex patterns with gender... Anti sexism shifts the focus from the realm of morality (I am not sexist) to the realm of political practice (What can I do about sexism?). (p.14)

As Adrienne Rich (1985) says, such a pedagogy for gender equity means taking women students seriously. It means understanding the inequities that result when traditional power relations enter into our daily lives in classrooms. It means examining the taken for granted experiences we have as women and men, girls and boys. It means recognizing the diversity of human experience, revaluing women's knowledge and women's work, and changes in traditional ways of relating. It means placing gender relations on the agenda in the classroom.

Understanding gender as a relation of power may require some home economics educators to substantially shift their thinking about gender equity. The words of Teresa de Lauretis (1990) seem to me to be appropriate here:

> The shift entails a displacement and a self displacement: leaving or giving up a place that is safe, that is "home"- physically, emotionally, linguistically, epistemologically- for another place that is unknown and risky, that is not only emotionally but conceptually other; a place of discourse from which speaking and thinking are at best tentative, uncertain, unguaranteed. But the leaving is not a choice: one could not live there in the first place. (p. 138)

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BEYOND AN ENVIRONMENTAL CONSCIOUSNESS

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When I first responded to the invitation to this Canadian Symposium: Issues and Directions for Home Economics/Family Studies Education, I simply resurrected and recycled my philosophy paper for my Home Economics Education program at the University of Toronto. It was surprising to me that despite the fifteen years, almost to the day, that have elapsed since I first researched and wrote my "Ecological Philosophy of Home Economics", there is still a long way to go "Towards an Environmental Consciousness" as the program title suggests. However as I began to return to the sources that I used when I was beginning my career, one in particular made even more sense with the perspective of various roles that I have experienced in the intervening years. Ned Gaylin's lecture on November 19, 1974, published in the Canadian Home Economics Journal, June, 1975, still expresses many of the responsibilities of Home Economics/ Family Studies Education for the 1990's.

According to Gaylin (1975, p.10), as Home Economists we must "...see ourselves and our resources as part of a reciprocating ecosystem." Just as Dr. David Suzuki warned in his keynote address to the July, 1990 Conference of the Canadian Home Economics Association, Gaylin warns that, "..mass production has made it easier and less expensive to throw the old away and buy a new one than to repair the old. The disposable world is upon us." whereas "pretechnical man...made use of the world around him in a holistic way. No scrap of material was considered waste." Gaylin also emphasizes that we must act on our beliefs and model the behaviours, "helping ourselves and others learn to break old habit patterns and create better ways of doing things that affect our every day world." (p.5). His recommendation that Home Economists must become "integrationists" (p.11), also fits with my personal feeling that with our educational background in both the physical and social sciences, Home Economists are needed to regain the "...ecological elegance..an understanding and articulation between man and his world which we have lost through our specialized technology." (p.10)

Canada's Green Plan (Government of Canada, 1990, p.18) states:

> We Must Think, Plan and Act in Terms of Ecosystems
>
> We live in a complex and integrated environment. All creatures, including humans, interact with and depend on each other. They all draw on the materials and energy of the physical environment to obtain food and recycle wastes.

They all affect each other's behaviour.

In the past, responses to environmental problems paid very little attention to these important inter-relationships.
Today, the increasing number and complexity of environmental issues demand that we adopt a more integrated approach.

Home Economics/Family Studies programs offer excellent opportunities to study Environmental Issues. Composting, packaging, cleaning products, energy use, and consumer choices can be studied, compared and modelled in a setting which is already designed to consider the family system within larger systems. Where other disciplines may discuss issues, we have the opportunity to empower individuals with options which take into consideration viewpoints from other cultures and which consider global repercussions.

Environmental issues must be built into the framework of our schools. Annette Yeager at the Faculty of Education, University of Toronto, taught me that what we do as teachers speaks louder than what we say, or as John Cassis said at the November, 1990 Conference of the Ontario Family Studies Home Economics Educators Association, we must "walk our talk". It is no longer enough to place environmental topics on course guidelines. This design allows approaches to be skimmed over if time is short or a teacher does not feel competent to adequately cover the concepts. We have thought in terms of ecosystems, as the Green Plan recommends, but now we need to plan and act in terms of environmental consciousness.

Let me give you two concrete examples of the type of action I would like to recommend. I propose that composting must be a part of all food programs. By separating vegetable and fruit waste at the food preparation site, households can reduce garbage by 30% to 50%! By modelling this simple environmental behaviour we can debunk the myths that composting is time-consuming, smelly or ineffective. At Ajax High School we are embarking on a composting project which will involve the Family Studies, Geography, Science and Building Trades departments as well as the Cafeteria and Custodial Staff. Not only are we hoping to model the environmental behaviour but we are modelling the "integrated approach" (p.18) which the Green Plan recommends. Another course at Ajax High School which models the precepts of Reduce, Re-use and Recycle is our Fashion Design program. Students working on one project went shopping at the local Goodwill Store, bought a garment for a few dollars, drew the design of the item in its original state, re-designed and then re-made the article to suit current styles, their taste and figure. These examples may appear to be superficial. However I believe, as Ned Gaylin states, "...any action, no matter how small, which engages another person may have farther reaching impact than might appear at first."(p.6)

When I begin to imagine ecologically based Home Economics/Family Studies programs, I become concerned that we may revert to the concept of ourselves as 'stitchers and stewers'. H. Patricia Hynes in an article on "ecofeminism" in the July/August 1990 issue of Ms. Magazine wonders whether women's involvement in environmental groups is going "Beyond Global Housekeeping" and recommends four "strategies...to ensure that the worldwide movement of environmental justice is wholly and substantively just" (p.92):

> Define environment in its fullest sense: the human and the natural.
>
> Make global housekeeping, like local housekeeping and cooking, everyone's job.
>
> Challenge the roots of environmental problems by focusing on eliminating the toxic materials IN products as well as minimizing the toxic waste generated by manufacturing them.
>
> Demand environmental responsibility of all companies and public institutions.

With these considerations in mind and with ideas presented at the 1990 C.H.E.A. Conference in Calgary, entitled "Coming Together- Ethics and Environments for the 1990's", we have a wide variety of material which could be, and in my opinion should be, used as the basis for future Home Economics/Family Studies programs. An ideal course to utilize a wide variety of environmental content would be Economics in the Family, designed for the Grade 11 or 12 level in Ontario. The guideline proposes that students develop an understanding of the demands of their future roles as producers, consumers and family managers. There is an emphasis on interpersonal communication, decision-making and resource management as they relate to the socio-economic well-being of families. (Ministry of Education, Ontario, 1987, p.78). I would like to propose teaching this course using a "systems model of [sustainable] development, a dynamic interaction between the human and environmental potential and constraints" outlined by Nonita T. Yap (Current, Winter,1990, p.5).

After participating in the Calgary Conference session led by Nestor Kelba, the supervisor of Calgary Board of Education's Environmental and Outdoor Education Team, I began to think again about a liaison between Outdoor Education and Family Studies in the school program. Students involved in planning and participating in an outdoor trip would certainly be exploring decision-making and interpersonal dynamics as they resolve issues concerning necessary resources and learn to work as a dynamic economic unit. They would have to investigate their "wants" versus "needs", lifestyle factors in relation to sustainability and may develop entrepreneurial skills in the process.

Dr. David Suzuki in his keynote address in Calgary, expressed admiration for the Native tradition of listening to the Elders. Andrea Miller of the Worldwide Home Environmentalists' Network spoke of her mother as a "cheapskate and spendthrift" which she applauded as environmentally sound qualities in counterbalancing our 'throw-away society'. In teaching Economics in the Family, I would draw upon literature, guest speakers and student research into other cultures' and other generations' approaches to living in harmony with our physical world. As Ned Gaylin cautioned (p.6),

> It is not for us to prejudge or dictate direction, for to do so assumes that we have all the answers and therein lies the route to redundant and uncreative conformity or worse- a continuation of social ills.

At the same time that students are exploring the interaction of the human and environmental systems, I would like them to visit, and possibly volunteer at, Food Banks and Community Gardens to realize that there are still too many Canadians whose lives do not fit our definition of quality of life. Students should be given real problems to analyse such as fruit that remains unpicked or rotting on the trees in our fruit growing areas, and farmers and fisherman whose return does not meet the payments for their equipment.

There are some excellent models of consumer public policy programs within our school systems. The Toronto Star gave a "laurel" on its editorial page of November 3, 1990 to 33 Grade 5 and 6 students from Kew Beach Public School in Toronto. They decided that they wanted to protest McDonald's policy of serving food in plastic foam containers, and asked for their hamburgers to be served on paper napkins. After a year of this behaviour, McDonald's responded by agreeing to discontinue use of the containers. The students are now hoping to deal with junk mail and excessive packaging. We had certainly better have some higher level thinking investigations ready for the few years from now when these and many other environmentally-aware students reach secondary level.

Students need to develop ways of assessing and evaluating the claims of "Green" companies. In the Home Economics/Family Studies labs we can actually test the alternatives. We can compare dishwasher detergent to baking soda and borax, and work with the Science department on chemical toxicity. We can work with the Geography department studying the cultures of various regions and the effects of cash cropping such agricultural products as coffee.

Time may be running out for sitting and talking about the environment. As Home Economists we must act. We are systems thinkers. We must avoid the Reductionist Revolution that both Drs. David Suzuki and Grant Ross warned us about at the July Conference. Science and knowledge cannot be broken into isolated pieces. We must utilize and model programs such as

the federal government's "Environmental Choice" where groups of experts work together to select options which are the most environmentally sound.

With the Home Economist's background in the physical and social sciences, we have the education necessary to work in interdisciplinary teams. The emphasis on Cooperative Learning and Collaborative Planning in our schools supports and demands this. There is more at stake than our profession's reputation. We must act on our convictions.

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LIFE MANAGEMENT COURSES
FINDING CONNECTIONS: A CALGARY EXPERIENCE

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INTRODUCTION

The life management courses discussed in this paper are junior and senior high home economics, elementary health, junior high health and personal life skills; and career and life management in the high school. The basic philosophy and time frame for the implementation of these life management courses within the Calgary Board of Education will be discussed. Commonalities and connections within curricula will be outlined. The general topic of wellness and, more specifically, nutrition will be followed through the life management programs to illustrate commonalities and connections within curricula. The strength of home economics programs within the life management courses lies in the fact that home economics provides unlimited opportunities for developing and applying many personal skills learned in health. Home economics, as an applied life management course, allows for the implementation of the domains of learning. Student Managed Learning, a Calgary Board of Education initiative, provides a frame of reference for understanding the role of the teacher, teaching methodology and possible implementation strategies which can provide the basis for lifelong learning within the home economics program. Life management issues across a number of curricula in Alberta are outlined. It becomes evident that as educators we must promote the development of partnerships amongst subject areas where commonalities exist and then also work with the home, the school, the community and the government to promote lifelong learning.

BACKGROUND INFORMATION - HISTORY AND IMPLEMENTATION

The Calgary Board of Education, located in Calgary, Alberta, is the third largest school board in Canada serving approximately 90,000 students in the 1990-91 school year. Teachers follow the Alberta Education program of studies.

Home economics has been a formal course within the Calgary Board of Education since 1912. Home economics was initially offered as a course to occupy the girls while the boys were engaged in industrial education. The rationale for enrolment of girls in home economics was to provide vocational training to enhance the students' skills in home resource management. In the late 1970's home economics courses became coeducational (Stamp, 1975).

The junior and senior high home economics program is an optional or complementary course in the students program. The junior high home economics program was revised in 1987 with a major focus on management decision-making and applied management skills. One section of the rationale statement reads:

> Home economics education helps students learn concepts and develop attitudes and skills that lead to improving the quality of their lives by focusing on the nature and the challenges that individuals and families experience in decisions about human relationships, material and non-material resources. Home economics education students are not limited simply to receiving information. Instead, they are actively involved in a management process which provides them the opportunity to learn to use information in directing their lives. (Alberta Education, 1987, 3)

The junior and senior high home economics curriculum is presently under review by Alberta Education. One of the objectives within the senior high home economics curriculum states, "to encourage individuals to maintain their physical health and to reinforce a positive attitude towards physical well-being" (Alberta Education 1983, 1). Home economics has always had the advantage of providing a laboratory for applying knowledge and skills. It is recommended that new home economics curricula should have an even greater focus on management and problem solving within the context of the home, the family, the world of work for lifelong learning.

Health courses were taught in the 1950's in Alberta but fell by the wayside and then were reintroduced in the early 1980's. Philosophies of health education in the eighties changed what needed to be taught in school, and the way in which information needed to be presented and processed by students. The themes within the elementary and junior high health programs are : Self-Awareness and Acceptance; Relating to Others; Life Careers; Body Knowledge and Care and Human Sexuality. The themes within the Career and Life Management Course are: Self-Management; Well-being; Relationships; Careers and the world of Work; Independent Living and Human Sexuality. New curricula and methods of teaching were developed as educators moved towards a focus of lifelong learning in health education.

The health curricula in Alberta all have a common strand of thought regarding the relevance of learning to everyday life, and development of life management or coping skills. The elementary health curriculum, mandated to be taught for 40 hours a year at each grade level, was implemented in 1983. The Alberta Education curriculum guide states that,

> the school has an important role to play in helping students to acquire knowledge and develop skills and attitudes which will enable them to live healthy lives... A good health curriculum will help students to understand and to cope with major health problems of our times... To deal effectively with today's health problems, students must develop good interpersonal skills, understand the many factors which influence the decisions they make, and apply these decision-making skills to everyday life situations. Health education will foster the growth of knowledge, attitudes, skills and life-long behaviours that will enable the individual to assume

> responsibility for healthy living and personal well-being. (Alberta Education, ed. 1982, ii)

The junior high Health and Personal Life Skills curriculum, mandated for 50 hours per year per grade states, "A health program which encompasses the multidimensional nature of the person, assists students to recognize their potential and to become aware of the alternatives that will enhance their personal life styles." The curriculum is organized to "accommodate the developmental needs of the students while preparing them to live in a highly complex changing society" (Alberta Education, 1986, 2).

The Career and Life Management course was implemented in 1988, and mandated for 75 hours within a student's high school program. One of the seven assumptions in the teachers resource manual states,

> Students are aware of the needs to manage their lives effectively and will respond to opportunities that help them with this management...Students can and do make reasoned decisions. Courses such as Career and Life Management will help them improve the quality of their decisions and the efficiency with which they make them. (Alberta Education, 1988, 10)

A number of services are offered to teachers within the Calgary Board of Education as they implement programs in home economics, health, and career and life management courses. The services offered are those of consulting with an individual or small group, school and program visits, in-service, group networking, and coordinator's meetings. In-service requested by the teachers includes, school professional days at the elementary level, after school in-service sessions, and drive-in workshops which are similar to mini-conferences. Course content and "how to teach specific topics" are most often the focus in the drive-in workshop sessions. The two hour after school sessions deal with process teaching skills, combined with program content and problem solving. The three or four hour workshop sessions deal with sensitive issues such as sexuality education and suicide. The networking and leadership groups encourage peer coaching, problem solving and cooperative learning. The home economics "Interact" group, a networking problem solving group, is in its fourth year of operation. The content of these sessions has been directed by the needs and interests of the participating teachers. The content of the interact workshops has moved from the discussion of the implementation of "student managed learning" and problem solving concerns and issues, to that of gathering information on curriculum and resource updates, topics of leadership, and new ideas for teaching and learning.

In Calgary, the Board of Education charged the Home Economics/Health Team with the responsibility of implementing the above curricula from 1983 to 1990. In September 1990, the curricula areas were separated for economic reasons and Home Economics was placed with Industrial Education and Work Experience in the Program Services Department. Health and Career and Life

Management were placed with guidance and educational support services within Program Services.

CURRICULUM CONNECTIONS

Having outlined several of the rationale statements of the life management programs, it becomes evident that commonalities and connections exist within these courses. Commonalities and connections of topics will be explored within the content areas. Student managed learning as a teaching methodology and teaching strategy in home economics will be briefly explained. Wellness, specifically as it relates to nutrition, is a topic that is evident throughout the entire framework of the life management courses and will be used to demonstrate the interfacing that is essential between these courses to prepare students to deal with the complex world in which they live.

Dr. Chuke, from the African World Health Organization, opened his speech at the International Federation of Home Economics Conference, "Health for All: The Role of Home Economics", in 1988 with the statement, "Health begins in the home." He continued his speech discussing the need for global action for environmental health in which home economists have a role to play in helping the World Health Organization realize its goal, "Health for all by the year 2000." As the World Health Organization definition states, "Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity. Enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political benefit, economics or social condition. Achievement of any state in the promotion and protection of health is of value to all" (Chuke, 1988, 17). Jaeger stated that:

> Wellness has to do with a zest for living, having goals and purposes for life, and being spiritually alive. Wellness results from a lifestyle consciously designed to realize the highest potential for wholeness and well-being . . . Underlying all aspects of the wellness concept is the theme of self-responsibility. (Jaeger, 1985, 3)

Keeping this information and challenge in mind, well-being in the life management courses in Calgary is viewed as a dynamic process rather than an event. It is in the development, enhancement, and maintenance of one's well-being where the challenge lies for teachers and students. It is anticipated that as students examine the various facets of wellness from grades 1 through grade 12, their knowledge, understanding, and decision-making abilities will be enhanced and will change tremendously with maturity. It is anticipated that their knowledge and understanding of wellness will be applied to healthy personal behaviours and to situations in daily living. Wellness is one topic that has been chosen to demonstrate the interfacing that is essential within the life management courses. Nutrition is one specific facet of wellness which will be reviewed through the life management courses on the following pages.

The health and home economics management courses provide for the development of knowledge, skills, and attitudes dealing with nutrition. Table 1, *Life Management Courses: Development of Knowledge, Skills, and Attitudes*, illustrates the development of the topic of nutrition by grade level. The topics in health are approached from the perspective of, "Me the individual and my behaviour." In home economics the focus is upon, "Me in the context of the family."

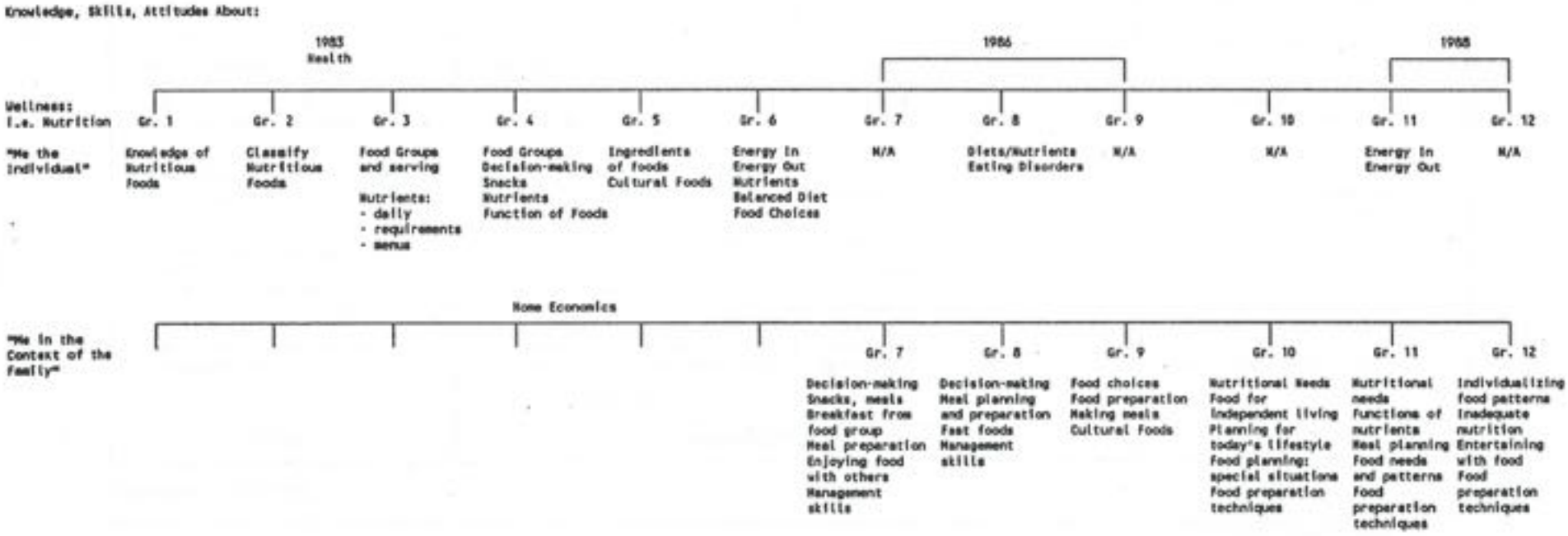
FINDING CONNECTIONS IN THE LIFE MANAGEMENT COURSES

Home economics and health have commonalities and uniquenesses in content and skills. The focus of home economics education is on the individual in the context of the family and the focus of health education is on the individual assuming responsibility for personal well-being and behaviour. Home economics and health each have their own identity and uniquenesses, but connect on a number of topics and life skills as presented in Table 2, *Finding Connections in Life Management Courses*. For example, where the common topic is nutrition, diet and fitness; the focus in health is on the individual understanding the food guide and selecting healthy lunches which are nutritionally balanced; whereas in home economics, the focus is on selecting, planning and preparing healthy meals which applies the concept of energy in, energy out for individuals in the family within their lifestyle. From this example we can see the highly complex thinking skills required when applying and transferring knowledge to be applied in the home economics classroom.

In examining the commonalities and uniqueness of health and home economics it becomes evident that home economics has a distinct advantage in the application of information and skills in a laboratory setting. Home economics provides "unlimited opportunities" for developing psychomotor and sensory perception skills while applying information from the cognitive and affective domains. Table 3, *Applying the Domains of Learning to Nutrition Education in Home Economics*, illustrates the concept of nutrition and shows how it is applied in home economics. Students have the opportunity to experiment and experience the development of skills and techniques in food planning, preparation, clothing construction, child care, and simulated family dynamics. Home economics is "applied health" as it carries many concepts a step beyond the cognitive and affective domain into the psychomotor and sensory perception domains (see Table 3).

TABLE 1

LIFE MANAGEMENT COURSES:
DEVELOPMENT OF KNOWLEDGE, SKILLS, ATTITUDES IN NUTRITION EDUCATION IN HEALTH AND HOME ECONOMICS



N/A not taught in these grades

(Alberta Education, Curriculum Guides 1983, August 1983, 1986, 1987.)

TABLE 2
FINDING CONNECTIONS IN LIFE MANAGEMENT COURSES

	HOME ECONOMICS PROGRAM	HEALTH/CAREER AND LIFE MANAGEMENT PROGRAM
PROGRAM NAME:	• Optional Course	+ Mandatory Course
TIME:	Junior High - 150 hours over 3 years Senior High - 75-125 hours/year	Elementary - 40 hours/year Junior High - 50 hours/year CALM 20 - 75-125 hours/year
FOCUS:	Individual in the context of the family	Individual assumes personal responsibility for healthy living and personal well-being

COMMONALTIES AND UNIQUENESS:

UNIQUENESS	CURRICULUM CONNECTIONS		UNIQUENESS
	Topic/Content	Skills	
• life skill simulation in a laboratory setting • applied knowledge, experiential learning • life simulation activities • developing creativity in clothing projects, presentation of meal, food, meals, entertaining • deals with Marlow's hierarchy of needs	- content taught through process teaching methodologies and learning strategies - acquiring, building, enhancing knowledge and skills	- decision-making - communication skills - group process skills - cooperative learning - need for team work - critical/creative thinking skills - accessing resources, home/school/community	+ building awareness about issues + research projects + sensitive issues • social issues
• grooming • wardrobe planning • developing good nutrition habits (planning nutritious snacks and meals)	- building self-esteem - body image	- expressing oneself effectively - communication skills verbal/non-verbal	+ becoming aware of one's emotions + communication - assertiveness training
• use of resources based on family values • choices in meal planning • choices in selection of recipes • consumer products	- accepting responsibility - peer pressure - consumerism - advertising	- decision-making - strategies for coping	+ personal values and family values + personal behaviours + often based on sensitive issues; drug use, sexuality issues, suicide + health care products
• in the home • kitchen safety • apply concepts in lab setting • child care • sanitation	- safety	- dealing with crisis situations	+ "street proofing" + emergencies in home and outside of home/community + causes/prevention of accident/abuse + learning about and applying in the future
• life simulation scenarios, i.e. child care • kitchen safety • product analysis	- emergency situations	- problem solving - analysis skills - action skills	+ crisis/emergency situations, playgrounds, at home + interpersonal skills, communication + conflict resolution

UNIQUENESS	CURRICULUM CONNECTIONS		UNIQUENESS
	Topic/Content	Skills	
• through application in group work, cooperative learning • planning of meals, lab activities • understanding, working with young children • etiquette	- communication - assertive/passive/aggressive behaviour	- develop interpersonal skills	+ communication + conflict resolution + dealing with emotions + group work/cooperative learning
• planning and preparing healthy meals • energy in - energy out	- nutrition - diet - fitness	- planning - decision-making - changing behaviours	+ understand food guide + select healthy lunches
• family/group members in lab setting • application of information • life stages	- relationships	- taking responsibility - interpersonal relationships	+ family, parents, friends, dating, peer groups, structure and function of family + peer pressure
• pro-actively applied through experiential learning/meal planning and preparation • personal and family well-being • proactive approach using Maslow's hierarchy of needs • making decisions, applying learning in lab setting and home • applied health begins in the home • proactive approach to esteem, relationship, nutrition	- wellness model - well-being (nutrition/diet, fitness, esteem, relationships)	- analysis of personal well-being - taking responsibility - behaviour change	+ health concerns are often reactive to social issues and follow the disease model + personal health + to understand and cope with major health problems of our times + individual to assume responsibility for health and personal well-being + freedom from disease + focus on symptoms of disease + often reactive approach, i.e. issues on AIDS, suicide, drugs, eating disorders, child abuse + coping skills, violence, abuse
• individual and family impact on the environment • convenience in the home • multicultural (meal planning, food habits) • marriage/parenting • changing roles in family • sexuality education (high school)	- values - stereotyping	- environmental - consumer - decision-making - careers	+ individual impact in the school/home/community/environment + health care products + sexuality education + exploration of careers
• student directed/managed learning • money, people, equipment • meal planning • family/group activities	- resource management - managing projects	- time management - working with people	+ often teacher directed + study skills
• child care • parenting, marriage • day care/facilities for developmental stages	- babysitting	- developing skills in babysitting - decision making	+ babysitting skills taught
• career opportunities in food industry, home, clothing industry, child care • awareness of careers	- life careers	- exploration in careers	+ in all facets of world of work + selection of possible career + exploration phases + job shadowing

Alberta Education Curriculum Guides, 1983, 1986, 1987, 1988.

TABLE 3

APPLYING THE DOMAINS OF LEARNING TO NUTRITION EDUCATION IN HOME ECONOMICS

DOMAINS OF LEARNING

ESSENTIAL SKILLS AND CONCEPTS	COGNITIVE DOMAIN	AFFECTIVE DOMAIN	PSYCHOMOTOR DOMAIN	SENSORY PERCEPTION DOMAIN
KNOWLEDGE	• four food group servings, serving size • resources needed	• awareness of good nutrition • positive attitude towards nutrition	• plans nutritious meals	• knows qualities/characteristics to look for - texture, flavour - touch - visual - audio
SKILLS	• decision-making in meal planning • communication • work as a team • food preparation - understands techniques	• values process of meal planning • values group/communication • values in preparation techniques	• carries through plan • prepares nutritious meals • communicates well • prepares variety of food • uses appropriate techniques	• recognizes changes in characteristics • analysis • action • evaluation
ATTITUDES	• interest and curiosity in learning	• personal health and well-being is seen as important	• sees importance of skill developed	• observation • predicting • synthesising of information to assist in decision-making

Alberta Education, Essential Skills and Attitudes for Grade 12 Student, 1987, May.
Chamberlain, 1981, Elizabeth Simpson, Helen Hooker.

LIFE MANAGEMENT PROGRAMS: A TEACHING STRATEGY

Life management courses are designed to allow for process education, where students become responsible and actively make decisions applying their learning. Student managed learning (SML) is a teaching and learning strategy developed by Calgary Board of Education home economic teachers to apply all of the domains of learning, to encourage students to be responsible for their learning, and apply management skills, to become responsible in decision-making. Student managed learning is a system of teaching and learning which provides students with opportunities for learning in a simulated environment. Students apply management problem solving and communication skills in learning activities which simulate daily living in the home. Student managed learning combines teaching strategies from: learning centres, cooperative learning, teacher directed teaching, and student directed learning.

Student managed learning, as a teaching methodology, is more closely related to "practical problem based" teaching than to a concept or competency based methodology (AHEA, 1989). The teacher takes on the role of facilitator and guide in the learning process. Success in life management programs is highly dependent upon the teacher designing learning activities which consistently applies the concepts of management. "Content and skills may be downplayed in favour of the problem solving approach" allowing the student the opportunity to experience various components which simulate real-life situations and life decisions (Siemens, 1986, June). Goldsmith and O'Connor (1986, 1) stated:

> It might seem that the Life Management Skills course, like early management courses, is simply grounds for vaguely related content. In reality it is a modern day launch pad for helping young people digest what is happening around them by teaching them those life management skills necessary for successfully managing their lives now and in the future. The management process is the fuel propelling the cycle of goal setting, planning, implementing, and evaluating into action.

The challenge for the teacher is to plan learning activities in such a way as to motivate students to take responsibility and manage their own learning. Student managed learning is built on the belief that "problem solving and decision-making is possibly one of the most important skills which a student may possess in order to survive in a complex world" (Siemens, 1986, May). In SML the students gradually assume responsibility for themselves as independent members of society (Siemens, 1986, June). Student managed learning as an instructional approach encourages educators of life management programs to be flexible and adaptable, to cope with and manage change, to accommodate learning that is relevant to individual students and to their interests and needs. The students and the teacher can now plan and work together and together be catalysts for change.

COMMON LEARNING OUTCOMES OF LIFE MANAGEMENT PROGRAMS

Some of the common student learning outcomes of home economics, health and career and life management programs include: communication skills, group process skills, management skills, decision-making skills, exploration and awareness of career opportunities, personal development, knowledge and appreciation of self, promoting one's social, physical well-being, and realizing the importance of the family. Teaching strategies within the content of life management programs recognize that: learning is developmental, learning occurs in different ways, learning occurs at different rates, students are more actively engaged in learning if they are involved in the decision-making process, and learning is planned for success.

FINDING CONNECTIONS ACROSS CURRICULA

A global look at life management topics reveals that they touch a wide range of courses. Issues discussed in health arise in physical education, social studies, environmental and outdoor education, science, and the fine arts. For example, the topic of wellness in physical education might focus on fitness, the need for quality daily physical activities, a study of caloric intake for an athlete, and the need for a well balanced diet. In outdoor education the focus of wellness might be on the environment, the types of food to be transported for survival, and the foods which supply calories when on a backpacking trip. Table 4, *Life Management Issues Across Curricula*, identifies curricula which have commonalities in topics or content. The challenge for teachers is to learn about other curricula, their topic or content commonalities, and then to begin to work cooperatively and collaboratively to "tighten up" learning for students which hopefully will motivate and maintain their interest in learning. Educators must find the topics which connect the curriculum areas and work towards the common goal of educating students to ensure a better future. Educators must drop the barriers that develop when thinking "territorially" and develop strong partnerships with an approach to promoting the transfer of knowledge and skills across subjects for students.

FINDING CONNECTIONS - SCHOOL, HOME, COMMUNITY

When educating students on the life management concepts, the learning must be transferable amongst the home, the school, and the community. A partnership is essential. The school, the home and the community each have a variety of resources to contribute. The opportunity to bring about change in a student can be initiated in the home, the school or the community. As noted earlier, "Health begins in the home" (Chuke, 1988, 17), and it can be further stated that health will impact the home, the school, and the community. Change in one environment, affects the others. Table 5, *Partnerships: Collaboration and Cooperation*, was developed to illustrate how the Calgary Board of Education has made an attempt to develop partnerships to deal with the many issues relevant to students. Dealing effectively with social issues affects the overall wellness goal, and impacts the bigger picture of breaking the cycle of certain behaviours and issues for students in order to bring about change for positive life styles.

TABLE 4

LIFE MANAGEMENT ISSUES ACROSS CURRICULA

Physical Education

- decision-making
- body images
- appearance
- dealing with feelings
- team work
- relationships
- conflict resolution
- relaxation
- well-being - fitness, quality daily physical education
- nutrition & athlete disorders
- energizers
- body systems
- fair play

Guidance

- career decisions
- addictions (drugs, etc.)
- self-esteem
- body image
- relating to others
- decision-making
- conflict resolution
- Maslow's hierarchy of needs
- communication

Home Economics

- career decisions
- self-esteem
- nutrition
- Maslow's hierarchy of needs
- family relationships
- multiculturalism
- clothing
- shelter
- relationships
- wellness

Social Studies

- career decisions
- the family
- uniqueness of individual
- needs of society - healthy society
- economy, economics
- environment

Science

- career decisions
- body systems
- nutrition
- healthy environment
- ecology
- experimentation

Drama, Music, Art

- career decisions
- self-expression
- impact on environment
- well-being of individual

ESL

- multiculturalism
- family
- communication
- self-esteem

Special Education

- self-esteem
- family
- needs
- physical-mental-social needs
- Maslow's hierarchy of needs
- careers

Environmental and Outdoor Education

- career decisions
- healthy environment
- food
- clothing
- shelter
- world around us
- global decisions

Business Education

- consumerism
- career decisions
- advertising

Language Arts

- communications
- relevant topics from life to write about

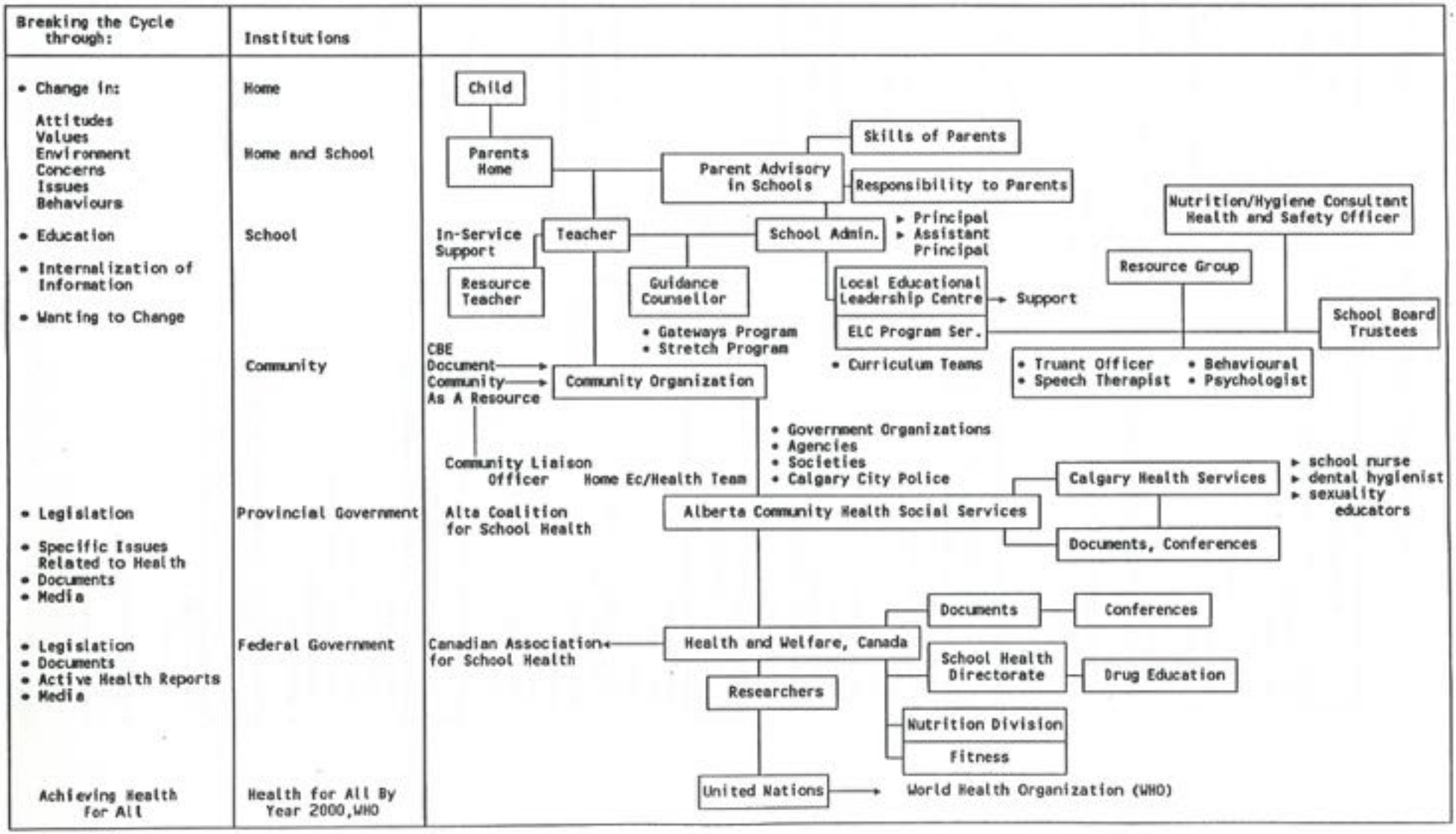
Siemens, 1989

TABLE 5

PARTNERSHIPS: COLLABORATION AND COOPERATION

RESOURCES:

- Directed to influencing the child/family in attitude and behaviour change.
- The partnerships in resources are directed towards the well-being of the child in the following institutions.
- Following are some of the resources developed and or used by the Calgary Board of Education to illustrate the need for partnerships.
- Crucial to change. Education is seen as a major component in bringing about and understanding the need for attitude and behaviour change.
- Education in the home: "Health begins in the Home," Dr. Chuke, World Health Organization.



Siemens, 1989

CONCLUSION

Life management courses provide many challenges to the educator and the student. They are complex in their structure and in their implementation. When taught effectively, students leave the program with a breadth of knowledge and experiences which can only be gained through applied learning. Teachers of life management courses must work cooperatively and collaboratively in the best interest of the students and thus more effectively to promote the transfer of skills for lifelong learning. Teachers must be open to change and move from the traditional lock step teacher-directed approach of teaching, to that of facilitator and guide in the learning process. Learning activities must be relevant to every-day living and provide opportunities for the transfer of knowledge, skills and attitudes and thus promote curiosity and creativity for learning and living.

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WHAT'S IN A NAME? HOME ECONOMICS EDUCATION OR HEALTH EDUCATION OR FAMILY LIFE EDUCATION

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During the past decade, the public school curriculum in Canada has expanded to include courses intended to foster the development of knowledge, skills and attitudes related to 'life management' and, in many provinces, courses such as "family life education" and "health education" are now becoming mandatory for all students. Concern has been expressed by some home economists that these courses reflect considerable duplication of the goals, objectives and content of home economics education. Consequently, home economics educators are beginning to question the relationship between their subject area and these other courses and to consider the potential impact of these curriculum developments on the place of home economics in the public school curriculum (Peterat, 1984; Peterat, Casey, McMartin, Mann, Doherty & Tremblay, 1988).

Examining the relationships among these various subject areas could conceivably be accomplished in several ways. One might, for example, survey the beliefs and opinions of those who teach in the subject areas, or one could observe the classroom practices of professionals in these areas. However, according to Brown (1980), such approaches are of limited value for understanding the relationships among fields of study because they are intended to answer factual questions, that is, what are these subjects as they are professed or as they are practised? Surveys of opinions may tell us more about those who hold the opinions than about the parameters of a field of study, while the study of practices may reveal customs or habits or the influence of external factors such as institutional requirements or restrictions rather than the nature of the subjects themselves.

Brown asserts that when we question the nature of a field of study, we are really pursuing a conceptual question, that is, what are the conceptual features of the concepts used to name or describe a field that distinguish it from other fields of study? Developing such conceptual understanding cannot be achieved by gathering a set of facts, for a field of study is neither an empirical fact nor an objective phenomenon. Rather what is required is a conceptual analysis of the terms used to name the fields of study. Such a conceptual analysis (also called analytic inquiry) involves the systematic and critical investigation of a concept in order to clarify its meaning and to improve one's understanding of its role in educational practice. For an elaboration of the different forms of analytic inquiry, see Soltis (1978) and Coombs and Daniels (in press).

The purpose of this paper is to identify and compare the conceptual features of the terms home economics education, family life education and health education. The conceptual features of home economics education are

drawn from work by Brown and Paolucci (1978) and by Brown (1980); those of health education from an analysis by Balog (1978); and those of family life education from our own conceptual analysis (Thomas & Arcus, in press). The results of these various analyses will then be considered in relation to selected curriculum documents in these subject areas, and issues and questions for home economics will be raised.

FAMILY LIFE EDUCATION, HOME ECONOMICS EDUCATION AND HEALTH EDUCATION

Because the concepts being examined in this paper are educational endeavours, relevant potential features include such things as aims and purposes, subject matter or content, assumptions and normative beliefs, intended audiences and methods of practice. Only two of these features will be discussed in this paper: aims and purposes and subject matter or content. The analysis of family life education is reported first, since this is the outcome of our own analytic inquiry, and will enable us to illustrate the kinds of critical processes involved in one form of conceptual analysis.

FAMILY LIFE EDUCATION

Three tasks were central in the analysis of the concept of family life education. The first of these was to examine the literature to determine whether there was reasonable conceptual agreement among family life education researchers and theorists concerning the purposes of the field. Many different goals and objectives have been claimed for family life education, and at first glance, it may appear that there is some disagreement or a lack of focus regarding these purposes. According to Litke (1975), however, it is possible to bring some analytical order to such diverse purposes by distinguishing between those which are ultimate goals or ends and those which are sub-goals or means to those ends and then arranging these in some sequential means-to-end relationship. The use of this process revealed that the various goals and objectives of family life education are more interrelated than is first apparent.

Because of the sequential nature of these goals, it was appropriate at this stage to simplify the analysis by focusing only on the ultimate aims and purposes of family life education. Two phrases which were found most often in the literature ("to strengthen families" and "individual and family well-being") were combined into a preliminary statement of purpose ("to strengthen individual and family well-being") for use in a further critical review and analysis of the literature. Although this combined phrase was found to be consistent with much of the intent or meaning of the literature, it did not adequately reflect the "enrichment" or "enhancement" focus apparent in some writing (e.g., National Commission on Family Life Education, 1968). Thus a modified statement of purpose--"to strengthen and enrich individual and family

life"--was identified as the general purpose of family life education.

The second task was a further review of literature which focused on the content or subject matter of family life education. This review indicated that, at the present time, there appears to be considerable agreement concerning the content of family life education. A Framework for Family Life Education was recently developed under the auspices of the National Council on Family Relations (Arcus, 1987; National Council on Family Relations, 1984). In this Framework, seven major topic areas (each with key supporting concepts) and three processes have been identified as the major content of the field. The topic areas include human development and sexuality, interpersonal relationships, family interaction, family resource management, education about parenthood, ethics and family and society. The three processes are communicating, decision-making and problem solving. The strength of this Framework is that it is not a "stipulative" framework (see Scheffler, 1960), but one based on previous literature in the field and developed over a period of time with the considered input of many scholars and practitioners in the field (National Council on Family Relations, 1984). Because this Framework is the culmination of thought about content in family life education, it can be presumed to reflect reasonable agreement in the field about its content.

In the analysis of concepts, however, it is important to examine even well-accepted ideas in some systematic way, since agreement in the field may be based on habit or honest but mistaken beliefs rather than on critical reflection (Coombs & Daniels, in press). In conceptual analysis, such examination involves the application of two tests: 1) the test for necessity, which ensures that a feature is indeed essential for a concept; and 2) the test for sufficiency, which ensures that the concept can be distinguished from related ones with which it may be confused (Soltis, 1978). Thus the systematic application of these tests to the purposes and content of family life education constituted the third task in this analysis.

Space precludes a discussion of the details of the test for necessity. However, when this test was conducted, our analysis indicated that each of the seven topic areas and the three processes are indeed essential for the concept of family life education, that is, one cannot have the concept of family life education unless one includes all of this content. In applying this test, it was important to distinguish between what was necessary to the concept of family life education and how this concept may be interpreted in practice, i.e., in the development of programs. While it was possible to find programs called family life education which did not include content in sexuality, for example, the existence of such programs did not mean that the content was not an essential part of the concept. Rather, it reflected an inappropriate, mistaken, or limited use of the term.

Since the purpose of the test for sufficiency is to distinguish among terms which appear to have some but not all of the same features, the complete application of this test requires comparisons with all other concepts which may be related. In our previous study, we focused on the conceptual relationship between family life education and sexuality education (see Thomas & Arcus, in

press). In this paper, we are extending the test for sufficiency to include home economics education and health education.

HOME ECONOMICS EDUCATION

It is recognized that there are several different views of home economics. The one used in this paper is that developed by Brown and Paolucci (1978). While it is not necessarily accepted by all within the profession, it is the only one which is both reasoned and critical and which was developed using the methods of conceptual analysis.

In their analysis, Brown and Paolucci have developed a philosophical justification of what home economics ought to be, given its historical roots. They describe the ultimate purposes of home economics as enabling families, "both as individual units and generally as a social institution, to build and maintain systems of action which lead to maturing individual self-formation and to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them" (Brown & Paolucci, 1978, p.23). Although they do not specifically address questions of content per se, the focus of home economics is on the practical problems of individuals and families in their everyday lives and on the functions of the family in meeting the needs of its members for food, shelter, clothing and nurturance (Arcus et al., 1991).

Brown (1980) has extended this work to home economics education and has developed a conception of this educational endeavour as concerned with "developing the breadth of perspective, understanding and values with which the student...will perceive and act upon conditions and problems of the family". Home economics education seeks "less to solve specific immediate problems [of the family] directly than to develop the capacities of students to define problems of the family in socio-historical context and to participate in enlightened and reflective solutions to those problems". Home economics education is thus concerned with "developing conceptual systems which transform the individual's way of viewing the family and its relation to society and to the culture". Brown argues that with "greater communicative competence regarding the family, with more mature moral consciousness, and with realizing adequate interpretations of one's own feelings and motivations, the individual is both wiser and happier in his/her own family life and more capable of interacting with others in behalf of well-being of the family and of social evolution toward a free society" (p.104). Thus, problem solving, critical thinking and communication also appear to be central elements in the concept of home economics education.

HEALTH EDUCATION

In health education, considerably less attention has been devoted to the

use of analytic inquiry in the philosophical and theoretical development of the field. Indeed, Timmreck et al., (1988) indicate that "theory in a health education...context is not clearly delineated, nor is it organized in a manner that is clear...consequently health education lacks direction and a well-organized theoretical base from which to develop the field " (p.23).

A review of the literature indicates that most discussions of the conceptual nature of health education have centered primarily on the concept of health (e.g., Balog, 1978; Greenberg, 1985). According to Balog (1978), health is a subjective concept, which historically has embodied different meanings both for individuals and entire societies. Once reflecting strictly physiological concerns, the notion of health has expanded during the past two decades to include the well-being of the whole person, with physiological well-being only one dimension of the whole person. Consequently, conceptions of health education have shifted from a physiological focus, concerned with the prevention of physical disease, to a more comprehensive focus, concerned with the promotion of physical, psychological, social and ecological well-being, wherein a "harmonious life between man (sic) and his (sic) environment" is enhanced (Balog, 1978, p.108).

While Balog embraces this latter view of health education, he argues that such education must be centrally concerned with imparting knowledge for developing the powers of reason and judgment. The ultimate goal is to empower people to make their own choices about patterns of living which enhance the well functioning of the body and mind and to employ self-care in issues related to the various dimensions of health. Through self-care, individuals act as "an effective health care resource" (p.121) and are encouraged to assume responsibility for their own health. Health education therefore becomes education for self-care in the maintenance and promotion of health and in the prevention of disease through education and by self-rule. While Balog's analysis does not include the identification of health education content, it does emphasize the notions of "well-being" and of "body and mind functioning".

Table 1 summarizes the two conceptual features examined for home economics education, family life education and health education as these have been identified through analytical studies. These summaries were developed for use in conducting the tests for sufficiency required in conceptual analysis, in order to answer the question "are the features identified here sufficient to distinguish these fields from each other?"

An examination of the ultimate goals of these three fields indicates that although each uses different language, they have much in common as all are oriented toward some kind of human growth and improvement. This should not be surprising since 'growth and improvement' are in fact the general goals of most areas of educational and social service, and we would not expect these three areas to be different. Thus, based on the documents used in this analysis, the statements of broad general goals may not be sufficient to distinguish among these three fields.

However, a closer examination of the goals indicates that although they

have much in common, each takes a distinctive perspective toward that goal. Health education, for example, focuses on the individual in terms of the well functioning of the body and mind. Family life education goes beyond individual concerns and emphasizes strengthening and enhancing individual and family development and interaction. Home economics is broader still in that it is concerned with the problems of everyday living encountered by individuals and families as they interact with their near environment and with the larger society. The social transformation perspective of home economics also helps to distinguish it from these other fields.

These distinctive perspectives suggest that it is likely that in school programs, the same content will be approached in somewhat different ways. Indeed, we were involved in a recent curriculum evaluation (Friesen, et al., 1989) which found that teachers in different subject areas who were teaching the same family life education program interpreted the course content differently. A guidance counsellor, for example, emphasized "disclosure" and "intervention" in the presentation of content, while a social studies teacher presented the same content within a "social issues" context. Although preliminary analysis indicates that the perspectives of these fields are different and thus can be used to distinguish among them, further analysis is needed to provide additional evidence regarding this point.

Differences in the language used were also apparent, but it is not clear at this point whether this use of different terms is significant. For example, are strengthening, enriching, enabling, and empowering all conceptually synonymous? While it is beyond the scope of this paper to answer this question, for conceptual clarity and for understanding the relationships among these three areas of study, it is a question in need of analytical attention.

It was not appropriate to apply the test for sufficiency to the conceptual feature of content since the analytical work from which these features were drawn was not sufficiently parallel. However, a cursory review of the information in Table 1 suggests that there are both similarities and differences in the content of these three areas. Because the processes of communication, decision–making, etc. were for the most part common to all three, these processes would not be sufficient to distinguish among the concepts. The topic of "family", however, does distinguish both home economics education and family life education from health education. (It is interesting to note that "family" was also one of the features which distinguished family life education from sexuality education. See Thomas and Arcus, in press.) There may well be other topics which distinguish among the three areas but this requires further clarification of the concepts, especially in health education.

The preceding indicates that health education is conceptually distinct from both home economics education and family life education, but are the latter two also conceptually distinct from each other? Because of the considerable overlap in the family content and the similarity of general purpose, some have assumed that they are conceptually the same. Reference to Table 1, however, suggests that home economics is the broader concept, as its purpose includes food, shelter, and clothing, none of which is a part of the concept of

family life education. Some of the difficulty in distinguishing between these two fields of study arises from the tendency to confuse professional identity with the concept of the field, that is, because home economics educators may see themselves as both home economists and family life educators, they assume that the fields are the same. The difference can be highlighted by noting that other professionals such as social workers or family ministers may also see themselves as family life educators, but this does not mean that they are also home economists. Further confusion arises from the fact that although we use the same language--"family"--we may not necessarily interpret it in the same way in our professional practice.

REVIEW OF SELECTED CURRICULUM DOCUMENTS

A review of curriculum documents is not typically a part of conceptual analysis. However, because one of the important questions which emerges from conceptual analysis is the extent to which these conceptualizations are reflected in practice, a selection of curriculum documents in each of the three subject areas was reviewed. Again, attention was directed to statements of purpose and content or subject matter. It should be noted that this review was not exhaustive, as some documents were inaccessible because they were currently in draft form or in the process of revision, or the appropriate provincial authority could not be contacted. A list of the curriculum documents reviewed will be provided upon request.

To summarize briefly, the review of home economics curricula revealed a focus on individuals and families in their everyday lives and their needs for food, clothing, shelter and nurturance. The principal topics included in these curricula included family, housing, food and nutrition, clothing and textiles, parenting, resource management and environment. Most guides also referred to the processes of problem solving, decision-making and communication.

In family life education, most curricula focused on individual and family development and interpersonal relationships. Many of the documents placed a greater emphasis on sexuality and interpersonal relationships than on family development. The major topics included family, interpersonal relationships, human development, sexuality, parenting and values, and reference was made to communication and decision-making.

In the health education curricula reviewed, statements of purpose generally referred to the promotion and development of physical, mental, social and emotional health and well-being. The major topics typically included substance abuse, safety, stress management, nutrition and fitness, disease and body systems, child abuse, personal development and life skills, sexuality and family life. The processes of decision-making and communication were also noted. Figure 1 illustrates both the uniqueness and the commonalities in topics apparent among these three areas.

CONCLUSIONS AND IMPLICATIONS

The purpose of this paper has been to examine the conceptual relationships among family life education, home economics education and health education. The systematic and critical analysis of two features--purposes and content--revealed that although some common features are evident in these areas, they are conceptually distinct fields of study. The examination of additional features such as underlying assumptions and normative beliefs is required to further clarify these distinctions and relationships.

Although greater overlap among the three areas was apparent in the review of selected curriculum documents, there was still some evidence of the unique perspective of each field. For example, in most health education curricula a central topic is "safety", which is also included in home economics and in family life education. Safety may be introduced in discussion of the safe storage and handling of food and in the prevention of food borne illness. Similarly, safety may also be a factor in the prevention of sexually transmitted diseases and it may be a consideration where family abuse issues are concerned. In health education, however, safety is presented as a separate unit, and as a topic under which other concepts such as abuse and accident prevention are frequently subsumed. In home economics and in family life education, the reverse is evident, that is, safety is subsumed under concepts such as food and nutrition, sexuality and family interaction. Thus, although the concept of "safety" is included in all three areas, the relative emphases are quite different and the subject matter contexts in which it is studied vary.

Our review indicated that there was generally little explicit evidence of a relationship between the conceptualizations of each field and the curriculum documents developed in that field. It is conceivable that if curriculum development was influenced more explicitly by the distinctive conceptual perspectives of each field, some curricular confusion would be reduced. More importantly, this finding raises a question about why the best scholarly work in any of the three areas is not being utilized to a greater extent at the practitioner/developer level? This question embodies an important intellectual issue for these fields and for education in general.

Questions may also be raised about the place of these three subjects in the public school curriculum. Why is it that although there are many similarities among the three areas, and both home economics and family life education are well-established in the school curriculum and more advanced conceptually, only health education has been mandated for a significant number of students in elementary and secondary schools across Canada? It may be that, as Timmreck et al., (1988) point out, health education is seen as a "possible solution to the many medical problems facing the nation", and may therefore ultimately be related to the "health care dollar" (p.23). If education and the curriculum are tied to larger social and political issues (Apple, 1982), then this observation seems plausible. Moreover, when coupled with concerns that the terms "home" and "family" may be perceived by the public to be unscientific (Quilling, 1990) and politically sensitive (Arcus, 1986), then it is perhaps not

surprising that the term "health" has been employed as an umbrella which encompasses significant content of home economics and family life education.

While this trend has led to the obvious concerns with curriculum territory and the concomitant allocation of resources (including funding and teaching personnel) and educational status (Goodson, 1983), perhaps the more fundamental question for home economics is what is the strength of our commitment to maintain the distinctive educational perspective of home economics? Consideration of the motives which underlie the pursuit of curriculum territory might reveal whether home economics seeks to negotiate for the preservation and development of its present place in the school curriculum or for the creation of a new and distinctively different identity in the school curriculum.

Finally, as Bruess and Poehler (1987) point out, "the eclectic nature of health education...[suggests that]...many...have a legitimate claim to bits and pieces of health education" (p.32). To what extent should home economics "shift alliance" so to speak and assume responsibility for the health education enterprise? There is no question that as home economics professionals, we have the ability to teach the content of health education, but can we also take the perspective (however nebulous at this point) of health education? Is it possible to teach from two perspectives at once and to maintain the conceptual and philosophical integrity of both? This dilemma highlights the complexity of political questions to do with curriculum territory, intellectual questions to do with using the best knowledge that we have developed in the field and prudential concerns for retaining our place in the educational system. Underlying all of these issues, however, are some important value questions for the field. What is the value of our home economics perspective and is it worth developing and defending? Serious reflection on such questions may yield insights for future directions.

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Table 1.
Summary of the Conceptual Features of Family Life Education, Home Economics Education and Health Education*

Family Life Education	Home Economics Education	Health Education
Purpose:	Purpose:	Purpose:
To strengthen and enrich	Enabling families, both as individual units and generally as a social institution, to build and maintain systems of action which lead to maturing individual self–formation and to enlightened, cooperative participation in the critique and formulation of social goals and means of accomplishing them.	To empower individuals to make their own choices about patterns of living to enhance the well–functioning of body and mind and to employ self–care in the maintenance and promotion of health and the prevention of disease.
Content:		
Human Development and Sexuality Interpersonal Relationships Family Interaction Family Resource Management Education about Parenthood Ethics Family and Society	Focus:	Focus:
	Practical problems of everyday living in meeting human needs for food, shelter, clothing and nurturance.	Well–being of the whole person and body and mind functioning.
Processes: Communication Decision–Making Problem Solving	Processes: Problem Solving Communication Decision–Making	Processes: Choice–Making Reason Judgement

* Because the studies on which these summaries are based had different purposes and used different forms and processes of analytic inquiry, the conceptual features identified are not necessarily parallel.

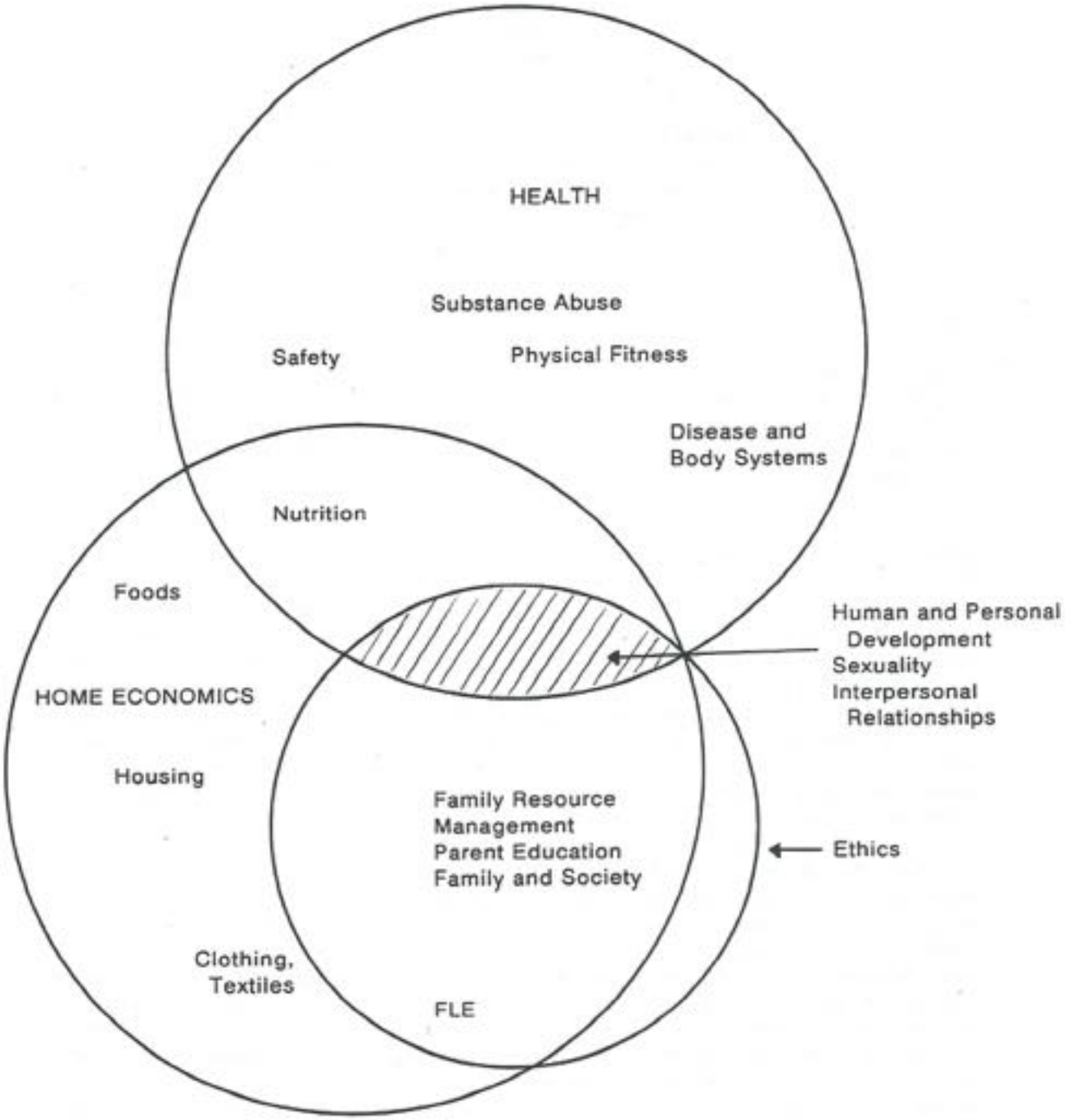

Figure 1: Content Areas of Family Life Education, Home Economics Education and Health Education

Home Economics: What Role in the School Curriculum and Life Skills Courses

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In the past fifteen years, public school courses related to the solving of problems in every day life have proliferated in Manitoba. These courses have assumed many forms, both as a part of home economics programs and outside of them, e.g. bachelor living, lifestyle studies, elementary school practicum, family life courses under the umbrella of guidance or more recently within the resurgence of required health courses, and consumer education courses such as the interprovincially developed course on economic living skills.

There has been a noticeable lack of coordination of efforts to prevent gaps and/or reduncancies in these programs. The provincial government, as a result of a recent report from Manitoba's High School Review Panel (Manitoba Education, 1988), has recommended that a required course for grade 9-10 students be developed to promote competency in life skills. Of particular concern to home economics educators is (1) the historical lack of recognition and value placed on the existing home economics courses and the expertise of home economics teachers to address a study of every day life problems, and (2) the lack of success of home economics teachers to communicate with and influence others to see how home economics programs provide a knowledge base which is different from other subject areas, yet relevant to many of the concerns underlying the attempts to introduce "life skills" programs.

Particularly in these times of economic restraint , we believe that home economics must be able to communicate the uniqueness and value home economics courses. In particular, we need to both understand and communicate the potential for the knowledge, attitudes and skills of home economics to address some of the concerns which continue to be raised on many fronts in the educational system regarding competence, action and judgments in dealing with human problems in daily living.

While there are many facets to this problem, this paper addresses three areas of concern which we believe to be crucial to taking action on behalf of ourselves, our students and the families and communities which we serve. One concern is that we are able to communicate a philosophy which is understandable by home economics teachers, and one which they can "buy into" and act on in their local contexts. A second concern is to be able to understand and communicate with others about how the knowledge of home economics differs from other subject areas, especially those we view as teaching "our content". A third related concern is that we be able to influence others views and expectations of us, if we want to be able to count on their support of our program in local school settings.

The statement of the mission of home economics, developed in the 1902 Lake Placid Conference, identified the goal of the profession as improving the well being of family and of individuals.. "Home Economics in its most comprehensive sense is the study of laws, conditions, principles and ideals which are concerned on the one hand with man's immediate physical environment and on the other hand with his nature as a social being" (1902 Conference Proceedings). The role of home economics educators in implementing this study in public schools has changed over time, as social and physical environments have changed. Curriculum has been reconstructed many times in an attempt to improve the programs at the school level.

In 1978, Brown and Paolucci were commissioned to construct a definition which would better articulate the philosophical goals of home economics. They proposed that the goals of home economics should be "to enable families both as individual units and generally as a social institution, to build and maintain systems of action which lead (1) to maturing in self formation and (2) to enlightened cooperative participation in the critique and formulation of social goals and means for accomplishing them (p. 23). But what does this mean to teachers? And can teachers in their personal classroom settings ever manage to achieve this mission? Or, more importantly, do they ever feel that they are a part of this mission and philosophy?

The key to internalizing any philosophy and putting it into action requires that the philosophy means something to the members of the organization. Each member should be able to "grab hold" of the mission statement and make sense of it in their own contexts. But, philsophical statements, such as the one of Brown and Paolucci, are stated using terminology that means something primarily to members of academia. It means little if anything at all to teachers, who should be at the front lines putting this mission into action. Unfortunately, rather than bringing together professionals who work in different contexts, and providing them with a link and shared understanding of their profession, the philosophical statement is viewed by many teachers as something that is written at the University level, but which has no meaning for or bearing on what they do in the field. Thus rather than cooperatively developing a united front, working together to improve the quality of life for individuals and families, teachers are all set off in different directions. They do whatever they they feel is necessary, but are very isolated from a common goal and are producing effects which may seem insignificant to them, and far from achieving any mission.

The results are confusion amongst policy makers and society as well as for teachers themselves as to what their role is or should be in the school curriculum. An even cloudier image of our role has been created as home economics teachers implement courses under a variety of labels, such as lifestyles and personal life management, without identifiable linkages to home economics. While professional home economists may see the relationship, it is doubtful that others in the school system do. More importantly, those responsible for curriculum development at the provincial level do not see the connection. It is necessary for home economics teachers to continue to point out what they believe to be the value of the study of home economics for young

people in our society, to those responsible for curriculum decision making.

While it has been stated that the time is right for home economics educators to take action to influence others to see what they have to offer, they first need to know what message they want to send (Colwill et al., 1986). Therefore, teachers must take the risk of looking deep within themselves and at what they are teaching. There are endless numbers of examples of how they are often their own worst enemies by what they teach.. sewing an apron, pincushion or alphabet pillows or baking the perfect muffin while wearing the perfect apron (Ley, 1987). Are these activities ones which qualify to help individuals manage the daily problems they will face in the 21st century? Kellett (1989) points out that in order "to survive... we must "re-create" home economics education at the same pace that technological and educational changes are taking place around us". Too many teachers have continued to teach to objectives which have not changed to keep up with a changing society.

As a profession, we need to become more critical of what we are doing (McClelland, 1989). Parents and communities are not going to support the stance that home economics education holds the answers to what our youth need in education today as long as they see the traditional products coming home. Home economics teachers must develop a clear position as to what they are about and what they stand for. This includes a statement of philosophy associated with a curriculum and objectives which support this stand. They must make sure that it is practical and encompasses all areas of home economics. It must be easily understood and ready to be internalized and used by all. Home economics teachers need to find new hope and purpose, working together for the survival of their courses in todays' schools, rather than each teacher fighting her own battles, or worse yet, not fighting at all. This can be viewed as threatening or may be viewed as a challenge; but regardless of one's orientation, something must be done and it has to come from the teachers in the front lines on a daily basis. As stated by Wogensen (1989), "we can create our own preferred history if we have the wisdom and insight to seize the opportunity to do so." Our voices must become unified, speaking out to promote a clear role for home economics. And we must do it now, or we will continue to be ignored into the 21st century.

Understanding Our Difference from Others and Relating to Them

Associated with the concern for a critical self examination and understanding of a professional mission as a basis for the development of home economics programs, is an underlying assumption that it is necessary to place boundaries around a subject matter that rightfully can be claimed by home economics and communicated to others. An often raised criticism by home economics teachers in Manitoba has been that other subject areas are "teaching our content".

But in order to justify this assertion, it is important to figure out what the differences are between the definitions and educational intentions we claim to be unique to home economics and those of other subject areas, such as health, social studies, science and business education, and in the translation of those intentions into teaching and learning activities at the school level. Part two of this paper

explores the definitions of two of those areas, health and social studies, and the importance of initiating discussion with other subject areas about alternatives ways to cooperate in defining the total school curriculum.

Examining Differences Between Curriculum Areas

A preliminary inspection of current journal writings in the fields of health and social studies reveals a common quest for definition. In health, this search has led to a current statement of the Canadian perspective of school health, as "a more comprehensive view, a broader environmental approach which takes into account the links between health and the social and physical environment" (Mutter, 1990). This more ecological perspective of promoting proactive healthy behaviors of individuals in social and physical contexts is easily understood by home economics teachers, but obviously contributes to blurring the differences in the definitions of the two areas. Mutter expresses the apprehension, though, that many teachers of health are still focussing on isolated behaviors and issues such as dental health and AIDS.

Ochoa (1988) defines the persistent goal of social studies as having been the preparation of citizens.

> In particular, democracy requires citizens who are knowledgeable, reflective and active participants committed to democratic values. They not only know about persistent social issues (such as pollution and poverty), but they also form community groups to address these issues. It is important too that these citizens are concerned about how their individual actions affect the public good (p. 122)

This definition resonates with meanings associated with home economics, e.g. active participation, democratic values, and the public good. Longstreet (1990) points out that social studies, like home economics, has been plagued since its inception in the early 1900's with the problem of defining its knowledge, its related concepts its sources, and its potential for further development. She acknowledges a considerable philosophical fragmentation since 1960, but with little change in what is actually studied and taught in the classroom, e.g. continuing emphasis on geography and history. A recent suggestion for new directions for social studies epistemology parallels the current attempts to reconstruct home economics curriculum around modes of action. In the Handbook of Research on Social Studies Teaching and Learning (in press), Cherryholmes promotes the use of three approaches to the study of citizenship education as decision making that would lead from a logical-positive view to the critical-theoretical view. It is evident that we share with other curriculum areas, common problems of change and irregularity in the knowledge pursued, as well as a lack of consistency in the way in which the philosophy and epistemology has been translated into school based action.

Strom (1986) examined curriculum of home economics, health, science and social studies, to substantiate claims that home economics has something sufficiently different to other areas of curriculum to support the value of offering it to all secondary students. She used a recently developed home economics curriculum which was structured around the development of reflective competence. In her comparison, she found many similar key concepts, including ones which most home economics teachers would consider to be vital to their content:

family, food patterns, socialization, community, interpersonal relationships, communication, lifestyle and consumption (Figure 5, p. 77). She found a primary difference in the types of questions addressed, conceptual areas of knowledge brought to bear, and perspectives used to explore issues in the different fields of study (Figure 6, p. 78). But, upon examining current home economics currriculum documents in Manitoba, the unique characteristics identified by Strom are not apparent in the perspectives used to explore the issues, i.e. the use of substantive questions such as "What kind of life should we live in our family?", or conceptual areas of practical reasoning providing links among categories of knowledge to form a judgment, or perspectives of emancipatory rationality.

An initial examination of the difference of home economics from other subject areas has only illuminated some of the confusion and overlap as grounded in a larger struggle of "non traditional, interdisciplinary subjects" to link desired educational ends and epistemology with curriculum development and teaching and learning activities. It also reveals practical problems of consistency between not only the philosophy and the curriculum documents, but also between curriculum documents and programs in each of these areas at the school level.

Dealing with the Problem of Overlap

Over the past decade, efforts in home economics education have focussed primarily on the creation of greater consistency between the philosophy and epistemology of home economics and curriculum documents. While this concern is still important, in order to address the marginality of home economics courses within the school curriculum, it may be necessary to understand the resolution of the problem as extending beyond the writing of new home economics curriculum. Taking action to come closer to our educational ideals may not be achieved until home economics professionals participate in on-going, rational discussion of the meaning and significance of what is included in the total school curriculum at all levels of the system, and about the areas of reponsibility to be assumed by different subject matters. It may be time to extend our emphasis on the ownership of content and worthiness of our subject area, to seeking ways to participate in defining and collaborating amongst professionals in the school system to maximize the contribution of all teachers in creating a better school curriculum.

One potential alternative may be seen in use of the model provided by Thomas (1985) to discuss how home economics might fit into the broader school curriculum from the perspective of a growing body of knowledge about human capibilities and competence in our modern society. She seeks a basis for identifying differences through discussion of contexts within which subject areas tend to operate and focus their study, e.g. home and family, society and personal. She suggests that a comprehensive educational design or plan might encompass the unique contributions to be made by subject matter areas to understanding and acting within these specific contexts. Rather than dealing with generic concepts in disciplines apart from their relevant contexts, this view promotes the identification of curriculum priorities related to problem areas. Schools could then create collective teams to teach the content and processes relevant to those

areas. Such a view might be helpful both in defining the role of home economics in the larger school curriculum and in thinking about the organization of a life skills course.

A prelimary examination of "understanding our differences from others and relating to them" does not lead to conclusions about ways to solve the problem of our marginality in the school curriculum and our apparent overlap with other subject areas. A first step may involve questioning the consistency between the philosophical definition of home economics and the way we have structured provincial curriculum, and to question if teachers find the curriculum definition and structure meaningful in their own school and community contexts. But, further to this it will be necessary to consider our communication with others, not simply to claim the ownership of a body of content, but to understand the ways in which different subject areas contribute to the on going definition of the total school curriculum, and to respect the mutual contributions made by others as well as ourselves. The most important action may not be made at the provincial level of curriculum development or through the discussion of philosophy by academics. It may require an understanding of the practical problem solving experienced in translating curriculum into teaching and learning at the level of the school and classroom, and in the ways in which complementary relationships between teachers and their areas of study may be made meaningful to students in achieving what students feel is a worthwhile education in which to invest themselves (Carr & Kemmis, 1983).

Listening to the Views of Others

For home economics educators who have the opportunity to examine other people's viewpoints on the worth of home economics curricula, the findings become both insightful and problematic. A review of the literature reveals little research has been undertaken in this area. This last section of the paper is a report on a rural Manitoba school division where well-received programs have been implemented at the high school level in Home Economics/Family Studies and Health/Family Life Education. Interviews were conducted with the superintendent and the high school principal. Two questions were asked of the administrators: (1) What do others believe we are about? (2) What do others believe we should be about? The responses are summarized in the next two pages.

What Do Others Believe We Are About?

Both the superintendent and the principal identified concerns relating to the purpose of home economics curricula in the school system. According to the superintendent, the public perception of home economics is in need of clarification as to what home economics curricula actually involve. He said that for many administrators, the traditionally held view that home economics consists of clothing/meal preparation, sewing and basic child care, still prevails. Numerous school trustees in rural communities for example, are of the opinion that home economics should be dropped and credit be given for 4-H participation. There is a basic assumption that mothers still teach their children basic home making tasks such as how to cook, and that these tasks are so simple that any one can do them. The superintendent was well aware that curriculum guides do exist for home economics

courses from Grades 7 to 12, but he felt that the general public does not have a clear idea of how home economics contributes to the total school curricula. He added that where divisions are trying to establish or justify programs in times of economic restraint, home economics may be seen as one subject that could afford to be cut (Bartel, 1991).

The high school principal suggested that home economics curricula may be dismissed in financially hard times because it is not recognized by the public at large as teaching employable skills. School administrators, including himself, are under a lot of pressure from the community to not only provide courses which will improve the quality of life, but also will help the larger percentage of students who will never go on to university and will be employed in labour-oriented jobs. With a current thrust towards business in this province, the existing home economics courses are viewed to some degree as not meeting either the needs of the students or of a service-oriented society.

However on the other hand, home economics is seen as a very practical course because the curriculum is based on every day life and real experience. Basic skills are taught in foods and clothing, while family studies involves students in higher order thinking skills, problem solving and decision making (Loewen, 1991). It should be noted that this principal's perception may be due in part to a greater willingness on behalf of the division's high school teachers to introduce an interpretive or critical perspective into family studies which has not be developed to the same extent yet in foods and clothing courses. In this division home economics teachers have also been regarded as the obvious choice to teach family life material, since it is viewed to be in their area of expertise (Bartel, 1991). This reasoning may have been due to the teachers making the administrators aware of the overlap in the subject matter of family life courses and home economics. These teachers have been active participants, from the very beginning, in the implementation of the family life program. While the superintendent recognized that the home economics teachers at the high school were pro-active, his belief was that home economics teachers in general are not perceived in the same way (Bartel, 1991). Many teachers would prefer to continue to teach foods and clothing rather than fear the repercussions from the community if they were to teach controversial topics or courses such as family life.

What Do Others Believe We Should Be About?

An analysis of the responses reveals conflicting perspectives as to what administrators believe home economics should be about. As alluded to in the previous section, one belief is that home economics should incorporate content that will develop employable skills in its students. The principal gave examples of topics such as business etiquette, salesmanship, greater emphasis on the fashion and food industries; in other words he felt we should offer vocational courses on a larger scale in home economics in order to cater to the labour sector (Loewen, 1991). On the other hand, the superintendent placed a high value on teaching from a critical orientation in all areas of home economics and family life education, moving away from the traditionally technical mode of rationality; thus he believed that the curriculum should be re-vamped to accomodate this new thinking. He noted that students have the technology at their fingertips to access basic

knowledge, but need to be taught how to process the information in order to make rational, morally defensible decisions (Bartel, 1991).

In examining the curricula for Health/Family Life Education, Guidance, and Home Economics, there is a common complaint expressed concerning the overlapping of the subject material and subsequently, the lack of coordination of these areas, even though they differ in their basic philosophies. As a solution to the overlap, one vision held by the school division being examined, was of the possibility of integrating these three subjects into a much broader view of home economics for grade 9 students. An introductory high school course could cover the traditional home economics content in the areas of nutrition and consumerism, and add family life and guidance to this. The superintendent stressed the fact that home economics teachers should have complete responsibility for the program (Bartel, 1991). At this point of time it is still uncertain how the recommendations of the Manitoba High School Review Panel to mandate a "Skills for Independent Living Course" at the grade nine/ten level will be implemented. Neverless, school division's proposal differs inasmuch as it supports the integration of content drawing from existing courses rather than writing a new course.

In the discussion on what home economics should be about, two points were made very clear by the superintendent. The first one is that the content of the home economics programs may need to be clarified, and in the case of an integrated programs, re-defined and the name changed. Secondly, and more importantly, it is the belief of some senior administrators that "unless the home economics departments are given the responsibility and the authority to coordinate integrated programs, we are going to see a deterioration of home economics in the educational system" (Bartel, 1991).

Conclusion: Taking Action

At this point there leaves little doubt what action home economics educators in Manitoba must take in the very near future. The overriding fact is the membership must become proactive at both the provincial and local levels in order to communicate the role of home economics education to the public. Teachers must stop asuming that everyone sees and understands what they are doing and start explaining what they are all about (Bonde, 1989). There must exist a common perception among the membership as to the role of home economics in the school system. What is their field of expertise? What is their mission? How are they seeking to fulfil it? That united front must then be taken back to the local communities and dialogue promoted, especially at times when programs are either being established or justified. If home economics teachers are generally not perceived to be pro-active then the task becomes even more challenging, but not insurmountable. The school division that was the focus of this paper had home economics teachers who possessed a united front and were quite vocal about the need for family life education. The ability to influence others was facilitated by an open dialogue between the superintendent, principal, teachers and school trustees. Furthermore, local home economics teachers must be willing to speak out against new programs where there is existing curricula. It makes good economic sense especially in times of restraint, and at the same time, teachers would be educating others on what home economics is all about.

The significant amount of overlap in Manitoba curricula has already been noted in the areas of home economics, health, family life education, guidance, social studies and consumer studies has been noted. Therefore, home economics educators must seize opportunities to either coordinate or become active members of committees who are integrating courses or departments. Home economics teachers have a tremendous knowledge base and a wide range of expertise and it is increasingly evident that if the profession is to survive, they must engage in a greater dialogue of ideas with others.

Three issues have been raised in this paper: the lack of a clear role and voice, the overlapping of subject matter and lack of understanding of others, and the perceptions others have of home economics subject matter. But, these concerns have also been experienced in other subject areas. Home economics educators have been looking at themselves for so long that they have come to believe that these concerns are isolated within their own profession. However, the concern for change is not restricted to home economics. Therefore home economics teachers must look at the broader picture and ask themselves, what they should do in helping to define a changing educational curriculum, yet not lose sight of their basic philsophy.

Postcript

As the writers worked on this paper, the language used often reflected the metaphor of **combat**. There appears to be two battles raging in Manitoba at the present time. The first one is being fought in the trenches, within the soldier ranks, over the direction the profession should take. The second one is occurring at the front lines with the "enemy" in support of programs which encompass interpretive and critical action. For any substantial victory to occur, the troops must have a shared sense of unity, backed up by strategic planning, visionary leadership and sufficient ammunition, in this situation, a critically informed knowledge base. Combat must take place in offices and in boardrooms, not only in individual classrooms isolated from the outside world. Modern day warfare is being fought with the expressed intention of maintaining freedom and improving the quality life. The battle for home economics shares a sense of moral and ethical values, if the desire of home economics teachers is to help student achieve a sense of empowerment in improving the quality of life in families. There is a danger that as a group, if we lack a sense of unity, we fail to maintain and adapt our strategic plans, we lose our vision of what we should be, and neglect to continue to build our ammunition stores, our battle plan will crumble. An enemy victory leading to restricting programs to technical rationality or the loss of home economics programs altogether will be another defeat in an attempt to change an oppressive system both within and outside of our schools. The challenge is there... how will home economics education respond?

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Evaluating Teacher Education Programs
A Model Of Process

by
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As the world changes, so too must its ways of thinking and doing. An academic program is a symbol of the attitudes and values of a society. To accurately reflect and deal with social change, directors and planners of post-secondary programs must be cognizant of the needs of the students and the environments in which the students will become contributing citizens.

Our proposed model of teacher education program evaluation is based on this philosophical stance. The model encompasses seven steps that range from the initial understanding of the forces influencing curricular matters and possible subsequent recognition that changes are required, through the process of deciding who, what, and how will be consulted, to the final outcome of the change itself. The model is based on the scientific investigative technique, with discrete steps that identify the clarification of goals and objectives, methodology, data collection and assessment, and final results and conclusions.

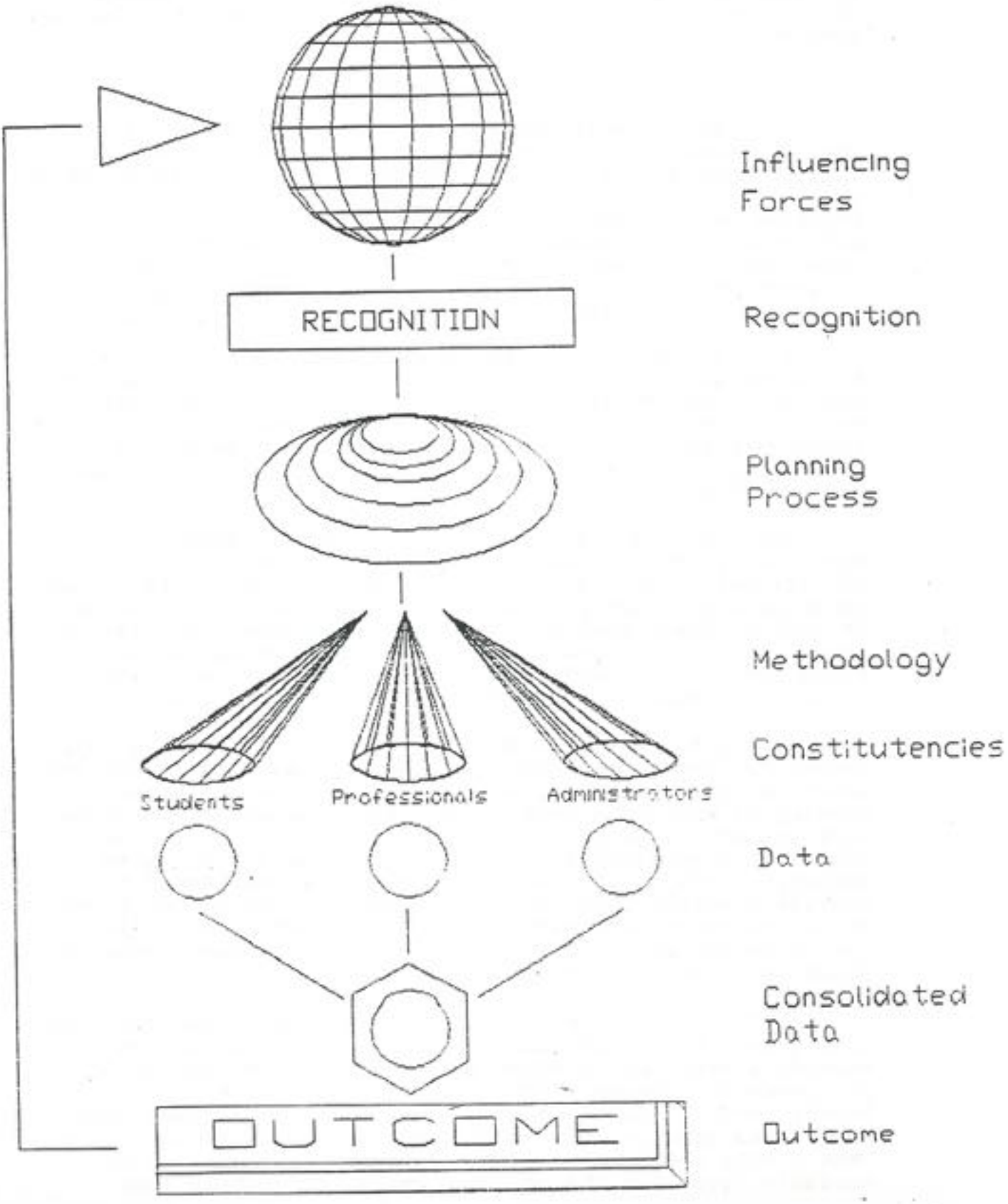
The model is a result of the evaluation of a Home Economics Education program assessment process; it is therefore an inductive model, based on an actual Canadian case study. We believe it to have direct relevance and applicability for other similarly situated post-secondary programs.

Following a linear format, the model also allows for recognition of the multi-dimensionality of many of the component parts. Despite its stepwise progression, the continuity of the process of curriculum evaluation and potential change is also incorporated, as shown by the link between the final <u>outcome</u> step and the primary <u>influencing forces</u> element (see Diagram 1).

The front end of the model drives the entire process. A clear vision of what is happening in our physical and intellectual circumstances precedes any recognition that change is required. It is important to know both local elements and those of a broader arena. Each institution will therefore have to address its own concerns, but a similar thread will be in evidence as an awareness factor of those larger social concerns.

A statement of the goals of an academic program guides the process in a particular direction, much as a train track

DIAGRAM 1


RECOGNITION
Students
Professionals
Administrators
OUTCOME
Influencing Forces
Recognition
Planning Process
Methodology
Constitutencies
Data
Consolidated Data
Outcome

points in the direction of travel. The existence of a mission statement will allow an assessment of the usefulness of information collected pertinent to the program evaluation product.

Influencing Forces

This is the most crucial section in the model, for a thorough understanding of the existing circumstances and likely direction of social, political, and economic movement will shape the process of the model itself. We have much evidence of how general social change is reflected in curriculum. For example, with the growing influx of technology, home economics has been directly affected, both in terms of content and delivery at secondary and post-secondary institutions.

The educational system is an outward symbol of the attitudes and values of our society. That is why Canadian curricula must reflect what we are doing in our society in general. That is why Canadian curricula must take a leadership role in preparing future teachers to become active participants in the development of our future (Miel, 1984; Turnbull, 1989).

Many individuals, groups, and external forces, have been identified as important agents of change in the educational arena. Available resources, administrative and teaching staff, and publishers have been shown to have or to be seen to have important directive influence. The larger organizational systems of religion, governmental policy, economics, and general social trends are also recognized factors of importance (Baugher, 1989; Kellett, 1989).

During the 1970's and 1980's, home economics was asking questions about issues such as professional preparation and practice, philosophy and definition. At the same time, provincial education departments and Canadian universities were evaluating programs and rewriting policy to reform educational services in keeping with a rapidly changing society. Institutions at all levels were challenged to provide credible programs to meet complex and changing needs while resources continued to diminish (Manitoba's High School Review Panel, 1987; and New Brunswick Department of Education, 1984 and 1986; Owen, 1983).

At this time, the focus of home economics education was moving away from technical and vocational training and towards a practical process approach to the education of professionals (Brown, 1979; Vaines, 1980; Vaines & Wilson, 1986). Within education in general, similar changes which emphasized generic basic education for all students, rather than a more narrow skill-based approach for some and an academic focus for others, were being implemented (New

Brunswick Office of Government Reform, 1985).

The time was opportune for home economics to determine how to best take advantage of a general climate of change to implement its own appropriate changes. The decision to begin a process of program evaluation was based on our belief that it would be useful to develop a data base to help describe the status quo of the profession and baccalaureate professional education in New Brunswick.

Recognition

The influencing forces described above are always in existence. When the combined effect reaches a critical mass, the point of recognition of the need for curriculum evaluation is reached. Awareness of the existence of a recognition is the crucial component. Curriculum reviews tend to result from movements within the post secondary program and/or institution. Ideally, there should be on-going monitoring and assessment of the program.

Enhancement of specific course content is continually done by individual professors. Enhancement of academic programs can be accomplished by an organized and continuous assessment matching substance with requirements of the working professional or the public educational system at large. When the match is ill-fitting, beyond the point of satisfaction via individual course adjustment, then the point of recognition is reached.

Planning Process

A decision regarding what to do at the point of recognition must be based on the goals and objectives of the program. Internal reviews, reviews by professional bodies, or full-scale curriculum assessments conducted for the purpose of change may be the result. In Home Economics Education, it is unusual not to find a program with a specific mission statement. The direction, scope and extent of program evaluation is entirely governed by the mission statement.

The planning process includes rather pragmatic decisions. A time frame for the evaluation, resource availability (especially time, labour, and finances), and the general target (such as content taught within the Faculty versus the entire curriculum) must be satisfactorily answered at this stage.

The target population for our research project, which we labelled "The New Brunswick Home Economics Study," consisted of a heterogeneous group of 445 persons from five sub-groups: members of the New Brunswick Home Economics Association (NBHEA), Alumnae (1977-1983) of the Home

Economics Program at the University of New Brunswick (UNB), New Brunswick anglophone home economics teachers, principals of the schools, and superintendents of the districts where these teachers were employed. We wanted answers to such questions as: What do home economists believe about themselves, their profession and their jobs? What do members of the UNB Alumnae believe about their profession, their jobs, and their professional education program? (Turnbull & Smith, 1986; Smith & Turnbull, 1988).

Methodology and Constituencies

If the program evaluation is to include data collection from several different sources, the methodological approach could vary among constituencies. The necessary steps of source identification must include definitions of the populations, or other sources of information such as calendars of parallel post-secondary programs or provincial curriculum documents. Generally accepted methods of sampling techniques, instrument development and verification, and defined collection techniques must all be minutely detailed prior to the next component of the model.

We developed a mail survey questionnaire for collection of data. The questionnaire included 66 items using a 5-point Likert scale to measure attitudes and beliefs about current issues in home economics. The issues were identified based on an extensive literature review and in-person interviews with home economists and other educators in New Brunswick. Content validity was established for the instrument, it was field-tested, and a pilot test was run.

Data Collection

The longest section of this process model in terms of time occurs next. The information collected will form the basis of any curriculum decisions made in the evaluation. Issues of confidentiality of data from individuals, increasing the response rate to the best possible percentage, and handling the data once it is returned must be addressed. When various constituent groups have contributed to the process, the data collection and handling stage can be complicated.

In the NB Home Economics Study, a mail survey was conducted in April and May, 1984 following the methodology developed by Dillman (1978). The overall response rate was 91.7%

Consolidated Data and Evaluation

Making the best use of the data collected flows from the specific goals of the planning process set out earlier. Good planning ensures that information from several sources

can be directly compared and perhaps even consolidated to provide concrete assistance in the curriculum decisions yet to come. Questions related to specific content, delivery format, and general program structure can all be answered if the planning process and subsequent methodological decisions have been done with this intent in mind.

Analysis of data in the New Brunswick Home Economics study has been focused on feedback from three of the five subgroups: members of the NBHEA, the home economics teachers, and the UNB alumnae. Reports of the research were published in two portions. The first portion dealt with data from NBHE members and the objective was to compare and contrast professional attitudes and beliefs of two groups of NBHE members: those who were employed as teachers and those who were in other employment (Turnbull & Smith, 1986). The objective of the second portion of the study was to compare attitude and belief data of two groups of UNB alumnae: those who were employed as teachers and those who were employed in other jobs (Smith & Turnbull, 1988).

Several attitudes and beliefs were commonly held by all groups. For example, all respondents strongly agreed that home economics is neither old-fashioned or women's work, and all strongly believed that home economics in public schools should be co-educational.

Chi-square analysis of data from the NBHEA members indicated statistically significant differences between beliefs of teachers and those in other employment. For example, teachers agreed more strongly that home economics has a strong professional image with a strong professional organization in Canada. NBHEA members in other fields of employment believed less strongly that special education should be required in home economics teacher education, that teachers should have an identity as educators, and that the relationship between home economics and other public school subjects should be clarified.

Data on the UNB program were obtained from alumnae using 16 belief statements to which all subjects had responded. The belief statements were grouped in pairs for the alumnae section of the questionnaire. One statement of each pair represented a belief about home economics, and the second statement of that pair represented a corresponding belief about the home economics education program at UNB. The alumnae were asked to indicate their beliefs for each of the statements in relation to how satisfactorily their undergraduate university program met the corresponding need. For example, over 95% of the alumnae believed that public school home economics should be co-educational, while less than 50% believed that the UNB program focused on teaching in co-educational settings.

Outcome

The process model is focused on this last component. Having passed through a point of recognition of the need for critical evaluation, then some kind of curricular change is a likely outcome. It is important to note several final considerations about the outcome. If stakeholders have become involved in the process through the data collection stage, then the likelihood of the success of the change is enhanced. Curricular change in university settings is slow and ponderous. The model itself can be completed in nine months; any resultant change may not be in evidence for two years.

At UNB, several program changes have been implemented, and feedback from the alumnae has been used as one source of information in planning for curriculum change. The program now requires one course in special education, and pedagogical components of the program include a focus on students with special needs. Students take a course in data processing, and assignments using appropriate software packages are included in some courses. Additionally, the program has been revised to include two professional courses which serve to integrate content and prepare students for the professional practice of home economics outside the public school system.

It is obvious that the implementation of program changes at UNB has been enhanced by parallel changes in the public school system. We believe also that changes in the university program have improved the professional preparation of teachers. For example, UNB graduates (1977-1983) indicated that they were not satisfactorily prepared for co-educational classes, or for working with computer technology. Since that time in New Brunswick, the junior high school program has become co-educational, special needs students are being integrated, and schools are being equipped with more advanced technology. University courses have been revised to address these changes, and student teachers in 19 weeks of internship and additional school assignments are gaining competence in these areas.

Conclusion

The process model for evaluating teacher education programs is a dynamic one. Although it has been presented as one that proceeds in a stepwise manner, individuals using it in a real situation must recognize that **the influencing forces are constantly changing.** The examples used here have already altered and changed.

Circumstances exerting pressure on academic programs, whether sourced from within the program or without, are in constant flux. For this reason, program evaluation must be

an on-going process. The outcome must never be considered a finite product.

A significant balance to maintain is that of curriculum control. In times of increasing un-employment and layoffs, the temptation to structure curriculum to match job markets is strong. Even in professional academic programs, one must be aware of the primary goal of university education: to develop a broadly based citizenry through advanced education.

The model described herein helps to explain one view of the evolutionary movement of curriculum assessment. The systems model is not only dynamic within itself, but it operates in a series of other systems. The public education system has influencing forces which may be different from those impacting university education systems. However each system touches on others; no single entity operates in a vacuum and influencing forces of a particular system may be another system itself.

We constantly strive to answer Herbert Spencer's question: what knowledge is of most worth? (1905). As educators, we recognize the importance of Spencer's question in relation to our post-secondary programs. In Home Economics Education we try to provide future teachers with substantive principles, subject matter content and pedagogical knowledge. Knowing that, program evaluation is as evolutionary as the answer to the question.

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THE P&P GARDEN MODEL
A LOOK AT FACTORS AFFECTING HOME ECONOMICS TEACHER EDUCATION PROGRAMS: SASKATCHEWAN - A CASE FOR DISCUSSION

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Introduction

Linda Peterat and I began our research on home economics teacher education programs in Canada in 1988. This project grew out of a conversation we had when we were at the CARHE meetings in Windsor. We were concerned with what was happening in home economics teacher education in our own institutions and with what it could be or should be in the future. As Linda explained:

> Both Bev and I were centrally aware of the changes occurring in teacher education. She was faced with planning for a new teacher education program in the wake of the pending closure of the College of Home Economics at the University of Saskatchewan. I had just experienced the first year of a new program at the University of British Columbia and had taught in a variety of programs in Canada and the United States in recent years. I had recalled several recent conversations with other home economics teacher educators in which we had wondered together what was necessary for a home economics teacher education program. Part of our questioning was whether a teacher education program could exist on a campus where there was no supporting College or Faculty of Home Economics. We realized we needed to know more about the state-of-the-art of home economics teacher education programs in Canada currently. (Peterat & Pain, 1989, p.2)

We set out to find out about programs in Canada. Our first research project resulted in the publication of a Directory of Home Economics Teacher Education Programs in Canada (Peterat & Pain, 1989).

We are now into Phase 2 of our research project. We discovered from the responses to our first survey that our counterparts at other institutions not only shared our concerns but were most willing to help us with our research. Their support continues. We would like to acknowledge this and express our heartfelt thanks for their continuing support.

One of the objectives of Phase 2 was to update the Directory. This is currently underway. Another objective was to determine whether or not a conceptual framework for each program could be identified and if so whether it had guided program development or formed the basis for program development.

In no instances did any one conceptual framework form the basis for program development, rather they were reported to have been used to guide program development (Pain & Peterat, in progress). Two "types" of conceptual frameworks were reported on. One which guided the home economics or substantive component of the program, and one which guided the teacher education or instructional component of the home economics teacher education programs.

It was apparent that in many instances that there was an attempt to move away from what had been used and introduce new frameworks. In some instances there was the feeling of frustration evident in the responses. This included a sense of frustration over the incompatibility of the frameworks which were being presented to students. For example, concerns were noted over the incompatibility of the conceptual frameworks that the teacher educators were using and the frameworks which were operational in the schools, which confused the students in the teacher education programs. But if we are to do our jobs as teacher educators we have the responsibility to educate our students not just for what is but what we feel there should be in the field.

Perhaps some of the confusion that we experience in communicating to the public just what our home economics teacher education programs are all about comes not from our messages but from the incompatibility of our message with that of others. If we framed our message within the context of a particular choice of frameworks, one which guided the substantive content and another the practice component, we would not only be able to check to see if our frameworks were compatible, we would be better able to explain our program to others. This would provide the kind of explanation which would enable others to see that home economics programs can be very different, from the past to the present, as well as between current programs.

It was also apparent that there were many factors that were operating to impact on the choice of conceptual frameworks.

Factors influencing program development

As Linda and I examined the responses on a sunny day in January while sitting outside in the College of Education's children's garden at UBC, we developed a sketch depicting the factors that had been mentioned by our respondents, and added others that had impacted on our own programs. We have come to call it our "Garden Model" (see figure 1).

Insert Figure 1 about here

As one can see from looking at this model, the choice of conceptual frameworks is only one of the factors which contributes to the formation of a home economics teacher education program. While there is room in the model for overlap among the factors, there still exists an incredible number of factors which all contribute to both molding and changing the program. In addition there is space for the inclusion of other factors which may need to be considered.

Perhaps a better understanding first that there are so many factors involved, and secondly a better understanding of each of the factors which come into play into our own situations would help to make us not only less critical of our programs, but better able to make changes in programs. It might also help our students to cope better with the realities of their practicum component and eventual employment.

Application of the P&P Garden Model to the U of S program

Given that I wanted to tell you about the Home Economics Teacher Education Program at the U of S, I will use this program as an example to walk you through our Garden Model. For me there is only place to start.

1) Policies and politics of the institution

With the university decision to close the College of Home Economics effective June 1, 1990, the College of Education was given the mandate to develop the content classes which would be needed to prepare home economics teachers. The classes in foods and nutrition which would be required could be offered from the Foods and Nutrition Division, which had been transferred to the College of Pharmacy.

The decision to close the College of Home Economics with the maintenance and move of the Foods and Nutrition Division was an example of how the politics of the institution can impact on program. This decision was made, in my opinion, without regard to the reviews which were conducted, without regard to the professional groups which were served, without regard for the needs of employers, and without regard to the needs of the people of the Province of Saskatchewan who needed and continue to need the services that our home economics graduates provided. This was a political decision. It was made not on the basis of budget, but on "academic grounds". The only definition of "academic grounds" which we were able to obtain related only to the size of the College, with particular reference to the small number of faculty in each of the substantive areas. It had nothing to do with the quality of instruction, research, or employment of graduates. Supposedly the size of the unit made the College not academically viable. Then the decision was made to maintain the smaller Division within the College, that of Foods and Nutrition, and

transfer this Division to the College of Pharmacy. The politics of the institution.

Given that the University of Saskatchewan has a mandate to prepare teachers for home economics classrooms, the Senate charged the College of Education with the responsibility of offering the content classes. This was approved by the Board Of Governors. Policies influencing program. Prior to this the College of Education theoretically did not teach content and did not have a mandate to do so. Politics influencing policies influencing program.

Policies have an impact on many levels of operation, from the level discussed here to the day to day operations of the university. Even the way we introduce new courses, and the format in which they must be presented before they can begin their movement through the approval process is dictated by policies.

2) Relevant professional groups

There area number of professional groups with a vested interest in home economics teacher education. The Association of Saskatchewan Home Economists (ASHE) was very active in lobbying for the maintenance of a College/Department of Home Economics on our campus. For many of us it became apparent that we were suffering from being primarily a female profession and an economically disadvantaged one. Our graduates don't tend to be in top government positions, they don't tend to earn six figure salaries, and they don't tend to generate large quantities of money for the business and industry sector. We were the easiest college to do away with and by so doing set a dangerous precedent on our campus.

The Saskatchewan Home Economics Teachers' Association (SHETA) is the professional association most directly involved with home economics teacher education. SHETA was an integral part of the building of the home economics teacher education program which is currently in place. With the pending closure of the College of Home Economics I was transferred to the College of Education and given the job of preparing a program for home economics teachers. This was to be done while continuing my teaching duties in the College of Home Economics, through the phase out process and continuing my research activities and regular administrative and professional duties. Given that I was only one person, and that the time frame was short I requested funds from the Dean of Education to establish a Home Economics Teacher Advisory Committee. At the request of the College of Education SHETA appointed an Advisory Committee to assist me with my work. This Committee also was successful in marketing the program to SHETA members.

My fellow university colleagues in home economics were also very helpful. Their assistance was most commendable given the

stress associated with the situation. Linda Peterat also provided assistance through this process.

3) Our own idealized vision

It is always an interesting time when confronts their idealized vision through the eyes of one who doesn't share this vision at all. Through the work with the Advisory committee we all experienced this, and I think as a result were better able to articulate our own visions and come if not completely to a compromise, at least to an understanding. The committee members who did not like the program which was developed at least understood why it was developed, and did assist in the marketing of the program. In addition for those of us who liked the program, we were given a much better understanding of the programs strengths and weaknesses, and a feel for some of the opposition which we were to receive from the field.

4) Conceptual frameworks

The family ecosystems choice was chosen as the conceptual framework for the substantive component of the program. This had been the perspective on the study of the family which had been in the College of Home Economics and made it possible to transfer a number of classes intact, with the addition of a laboratory component to support the orientation to teaching. It is at such points that the politics of the institution also impact on the program. It is much easier to transfer a course than it is to get new courses approved. In addition, the development of totally new courses requires resources, resources which were not at our disposal at this time. We were under a deadline to get a program in place and this definitely improved our chances of getting a program approved. A third factor, that of my own personal vision, also impacted on the choice of this conceptual framework.

The choice of the practical problem/reasoning framework was chosen to guide the practice component of our program. At the moment it there more as framework to work towards incorporating that it is as a reality of our program. After reading the comments of our respondents, I am not as concerned about this as I once was. This is not because I am taking the attitude that "oh others are experiencing the same" as coming to an understanding that this tension may well be normal and can work to our advantage. First, it works to keep us from becoming complacent. Second, and most perhaps most important, it can provide a basis from which we can begin the dialogue with our own students about alternate conceptual frameworks. I have yet to see if this can work in practice, but I believe there are others here who can speak to this point.

While these were the conceptual frameworks preferred by most of the Advisory Committee, there was definitely not consensus on

this choice. There was a very definite split between those of us who believed that the mission of home economics was to improve the quality of home and family life and those wanted subject specialization in cooking and sewing. This lead to an extensive letter campaign where one of the threads of the critique of the program was the inclusion of courses which studied the family. I will paraphrase several responses "Family courses have no place in home economics, they belong in sociology". It was my worst nightmare come true. Fortunately I had many strong articulate members on the committee who continued to very supportive. In the split, there was a strong urban/rural difference, both within the committee and in the feedback which I received. This is not a large sample, and I would not begin to say it was representative, but it did surprise me. In retrospect maybe it shouldn't have. The support came from the rural teachers, the urban teachers were the most opposed to the program.

5) Reality of individuals and families

Given the choice of conceptual frameworks and our understanding of the reality of Canadian families and with a particular emphasis on Saskatchewan families, we proceeded to identify the substantive component of the program. We proceeded to outline some of components of each substantive area in order that these could be utilized to provide a basis for future course development. The choice of the framework to focus on practical reasoning also helped us to focus on what might be consider to be the perennial problems.

6) Resources

The importance of resources have already been mentioned. These impact on the policies and the politics. They impact on the physical facilities one can develop, they impact on what courses can be developed, who can be hired, support services that can be utilized, and the list goes on. In our case the people resources were minimal. One person with other teaching, research and administrative responsibilities was to develop the program. Fortunately we were able to expand the human resources through the use of an advisory committee.

Only one laboratory space was allocated, and it was physically situated outside the College of Education Building where all the other facilities are housed. Very few dollars were allocated to adapt this facility. We were able to obtain some equipment through a bequeath from the College of Home Economics and were given a small grant to supplement this. We were promised two additional tenure track faculty positions and a half-time secretarial position. There has been only one faculty position advertised and it is now on hold pending the current budget review.

7) Relevant research and literature of the disciplines

Even the ability to incorporate the relevant research and literature depends on our resources, and influences many of the other factors as well. In our case we went with what we felt was the best that we understood at the time and that would fit the context.

8) College of Education curriculum

Again there was an overlap of factors which had an impact here. For one thing given College policies, we were restricted to the number of classes that we could incorporate into our program. There was a great deal of "academic freedom" in individual classes, and there appeared to be a very behavioristic approach to the practicum which best supported a competency based framework for the practice component. In addition, the College was considering a major restructuring with a move to incorporate a more reflective component.

9) Provincial curriculum

The provincial school curriculum was and continues to be very outdated. It was developed using the concepts approach, which was popular in the 60's.

There was considerable debate in our Advisory Group as to what extent the provincial curriculum should drive the program. There was particular concern that we would not be supporting the manual training framework which was utilized in numerous classrooms. The concern revolved around skills in "cooking and sewing". In regards to the former the students would continue to receive the same preparation that they had received in the past. In regard to sewing skills we compromised with asking the Extension Department to provide a non-credit course in sewing construction skills.

However, given the dated nature of the curriculum, it was apparent to most members that we must prepare teachers for the future. It was also recognized that the current curriculum was not the active curriculum in the more progressive classrooms. Saskatchewan is now in the process of establishing a Home Economics Curriculum Committee to design new home economics curriculum for the province.

10) Curriculum of the substantive areas of home economics

Except for the foods and nutrition classes we were now able to specify what would constitute the curriculum of the substantive areas. We identified the substantive areas as

outlined by the Canadian Home Economics Association (1985). We had the advantage of being able, for the first time, to focus on the what we believed teachers would need, where in the past introductory classes focused on preparing students to enter a number of different professions. Our program allowed us to develop the classes specifically for educators and to design the laboratory component to include experiences that future teachers could adapt to their own classrooms at a later time. The disadvantage was that we could not offer our students much depth in any of the substantive areas.

It was here that we had the opportunity to use our choice of conceptual frameworks to bring together what we wanted our future teachers to have as background in the substantive content areas, and helped us priorize the components within the substantive areas to fit the policies that were in place and that would hopefully survive the politics of the situation. Course outlines are provided in the document Home Economics Major in the College of Education, University of Saskatchewan: Approved 1989 (Pain, 1989).

Situation Today

There is much work to yet be done to develop this program. I went on sabbatical leave this year and left Betty Burwell in charge of getting this program off the ground. I believe we have are off to a tremendous start. Given that many school personnel believed the major to be terminated, we mailed brochures out to the first, second, and third year students that had been admitted to the College for the 1990-1991 academic year. We hoped to attract five students; we have thirteen. We have to continue to advertise our program as there may be students choosing programs other than education, or that are attending other institutions that would have registered in our program if they new that it existed. As well we will have to survive continued budget cuts in an institution in which the political climate has not changed to our advantage.

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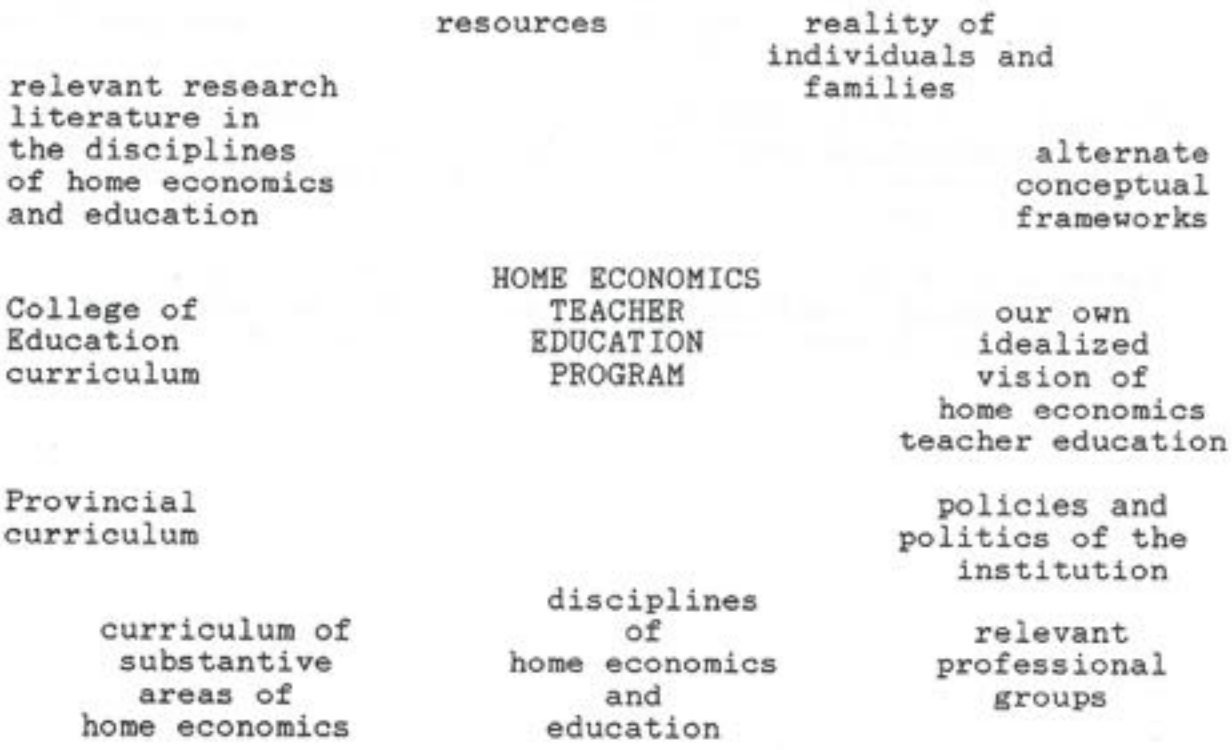

Figure 1. The Garden Model

REFLECTIVE PRACTICE IN FAMILY STUDIES EDUCATION

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Background to Report

The framework and the account which follow emerged from the "picturing" process (Connelly and Clandinin, 1988) in which I engaged to restructure and refocus my course in Intermediate-Senior Family Studies Education at the Faculty of Education, University of Toronto. As suggested by Connelly and Clandinin, I kept a record of both the mental images and "the emotions that went with the picture" (p. 41). It was a process whose power and productiveness I had completely underestimated: the images emerged faster than I could capture them on paper.

Organization of Report

PART A: "Framework for Family Studies Education, Faculty of Education, University of Toronto", 1991-1992;

PART B: Account of "picturing" process; citations added for sharing purposes;

PART C: Reflections on the framework and picturing account;

PART D: Issues related to implementation;

PART E: Conclusion.

PART A

FRAMEWORK FOR FAMILY STUDIES TEACHER EDUCATION

Faculty of Education, University of Toronto

PERSONAL "BOOK OF TEACHING" (HOLLY, 1989)

FIELD CONTEXT	JOURNAL REFLECTIONS	FACULTY CONTEXT
ACTION RESEARCH	"How do/may PROFESSIONAL MATTERS affect my IMAGES of teaching?"	"What principles should guide my PROFESSIONAL PRACTICE as a Family Studies Educator?"
PRACTICE TEACHING SESSION	"How do various CLASSROOM/ SCHOOL CONTEXTS impact on my IMAGES of teaching and learning?"	"What principles should guide my PROGRAM PLANNING in Family Studies?"
PRACTICE TEACHING SESSION	"What BELIEFS, ASSUMPTIONS, EXPECTATIONS, VALUES underlie these images?"	"What principles should guide my TEACHING PRACTICE in Family Studies?"
T.O.P. (Teacher Observation of Practice)	"What are my IMAGES of teaching?"	

PART B

IMAGES of Teaching

Within the first couple of weeks of in-faculty classes, students capture in writing some of the mental images of teaching they have pieced together in preparation for formal entry into teaching. (Calderhead, 1989, p. 47) In Inside-out fashion (Hunt, 1987, p. 2), using the strategies of visual imagery (Sisk and Shallcross, 1986, 41-57), metaphors (Connelly and Clandinin, 1988, p. 70-74), mind-mapping (Buzan, 1982), and activities from Discovering Your Teaching Self: Humanistic Approaches to Effective Teaching (Curwin and Fuhrmann, 1975), students make the first of the year's journal entries. Some of their reflections focus on themselves as teachers; some reflections focus on adolescents engaged in varied learning situations; some reflections depict schools. A handbook on journal writing, comprised

in parts of excerpts from Writing to Grow: Keeping a Personal-Professional Journal provides ideas for getting started. (Holly, 1989, pp. 89-103)

During these first few weeks, I envision in-class opportunities for students to compare their personal images with those of their peers and with other sources. I catch glimpses of pair and home-group exchange of personal images.[1] (Killion and Harrison, 1988, p. 36) I draw on the recommendation of Valli and Taylor (1987), in an article by Dorene Ross, to engage students in "... strategies that encourage continuous inquiry about the relationship between entering (and primarily intuitive) knowledge and knowledge derived from theories and research." (Ross, 1990, p. 101) Case study accounts (Ryan and Cooper, 1984, pp. 73-89), approached through the jig-saw strategy, provide Outside-in (Hunt, 1987, p. 2) exposure to still other images of and perspectives on teaching. I picture student-teachers engaged in role-play scenarios arising from the Berlaks' (1981) "dilemmas of schooling" and Miller's "curriculum positions" (1988). Through these experiences, some of the students' expectations about teaching are confirmed; some assumptions are challenged; new doors are opened. Drawing on ideas from the journal handbook (Holly, pp. 163-177), students continually mine their journals for personal theories and beliefs which will, in part, guide their initial decision-making in the classroom. Killion and Harrison draw from questions by Parker (1985) to help students "... build a framework for constructing theory from their own experiences." (1988, p. 36)

This is a difficult period for me. I know too well that many students are frustrated with the starting point of the course. With the first practice teaching session just around the corner, students are impatient. As teachers-to-be, they began the year excited about the prospects of amassing a stockpile of concrete, practical, hands-on strategies and resources to use in practice teaching. Now, they are disappointed; they feel that precious time is being wasted on introspection. I receive anxious requests for the source of a good book on teaching.

While empathetic with the students' concerns, I have become committed to another view of what constitutes appropriate preparation for practice teaching. My perspective has been shaped by Hunt's Beginning With Ourselves (1987), and Connelly and Clandinin's Teachers as Curriculum Planners: Narratives of Experience (1988). In his highly-regarded book, through a 35-year career retrospective, Hunt clearly illustrates the benefits of self-understanding. (1987, pp. 9-36) In their frequently-cited text, Teachers As Curriculum Planners, the second part entitled, "Understanding Yourself," Connelly and Clandinin reinforce the value for teachers of personal understanding:

> For each of us, the more we understand ourselves and can articulate reasons why we are what we are,

> do what we do, and are headed where we have chosen, the more meaningful our curriculum will be .... (Connelly and Clandinin, 1988, p. 11)

It is my experience that, with time and with the accumulation and continuing analysis of journal entries, students will come to view their journals and themselves as their own best source of a book on teaching (Holly, 1987). In Writing to Grow: Keeping a Personal-Professional Journal, Holly offers support for this line of reasoning:

> There is no Book of Teaching; the teacher writes it along the way.... Teaching calls forth everything the teacher is: personal and professional experience, general background, education, ethics, intelligence and creativity. Today attention is increasingly focused on the person who teaches (perceptions, intentions, life history) .... (Holly, 1989, p. 9)

TEACHING PRACTICE in Family Studies

Interwoven with the students' search for images and personal theories of teaching during this initial period, is our immersion into the first practical problem[2]: "What principles should guide our TEACHING PRACTICE in the Family Studies classroom "? Working in their home groups, students unpack sample print and video lessons, some provided by associate teachers. The lessons are based on: the classic "introduction-information-application-summary-evaluation" model[3]; Joyce and Weil's concept attainment model (1986); McCarthy's, The 4Mat System (1981); and a cooperative learning lesson planning guide adapted by Bennett, Rolheiser-Bennett and Stevahn (1989) from Johnson, Johnson and Holubec (1987, p. 2:49).[4] Students reflect on i) the assumptions/expectations/values/beliefs about teacher, learner, subject matter and context (Schwab, 1973) which may have guided the planning process and/or actual teaching of those lessons; and ii) the aims and uniqueness of Family Studies education. Within this period, students design (Noordhoff and Kleinfeld, 1990, pp. 167-168) and submit lessons by way of formative evaluation. Formal evaluation of lesson-planning ability is not undertaken until after the first practice-teaching session in Family Studies.[5]

In the early weeks of the course, we spend as much time as possible working on technical skills and on teaching strategies associated with the design and delivery of lessons. Mini-workshops, conducted by students or myself, focus on:

i) writing objectives,(Bloom, 1956) and micro-thinking skills (Beyer, p. 59-60);

ii) teacher questions and probing techniques (Orme, pp. 28-37; Curwin and Furhmann, 1975, pp. 199-207);

iii) classroom management (Charles, 1985; Blankenship and Moerchen, 1979)

iv) learning styles (Huff et al., 1986);

v) using media, i.e., videos, films, etc. (Ministry of Education, Ontario, 1989);

vi) pair and small-group learning (Clarke et al., 1990);

vii) evaluation (Cornfield et al., 1987). Students demonstrate various teaching techniques (e.g., brainstorming) described or illustrated in the course handbook.

To counter-balance any unwarranted faith in technical competence and to alert students to what may happen in actual classroom use of teaching strategies, I repeatedly incorporate "unexpecteds." Regretably, however, my best efforts will fall short of the complex, swampy, ill-defined nature of real-world practice (Schön, 1988, p. 3-7)[6] that students experience in T.O.P. (Teacher Observation of Practice) and in practice teaching. Students quickly and inevitably learn that survival in teaching is dependent on their abilities in "... improvisation, inventing and testing in the situation strategies of [their] own devising. (Schön, 1988, p. 5). In the foreword to Encouraging Reflective Practice in Education, Joseph Vaughan says it all: "This teacher/artist must be able, as Schon describes, to reflect-in-action as well as reflect-on-action." (Clift et al., 1990, p. x)

PROGRAM PLANNING in Family Studies: CLASSROOM/SCHOOL/CONTEXTS

As we move on, a first session of practice teaching now complete, our focus shifts to the second practical problem, "What principles should guide my PROGRAM PLANNING in Family Studies"? Now the students unpack curriculum models: "standard" (columns for each of objectives, content, strategies, resources, evaluation); inquiry (Ministry of Education, 1979; problem-solving (Niagara South Board of Education: complex thinking skills (Hastings County Board of Education); creative problem-solving process (Isaksen and Treffinger, 1985); issues-analysis (Norris, 1982); practical action (Ohio Department of Education, 1990; Laster, 1982); and practical reasoning process (Oregon Department of Education, 1990). As much as possible, we examine these models using an inquiry approach.[7] Critical thinking (Beyer, 1987 and 1988) is a natural focus of this segment of work.

In the early stages of work on PROGRAM PLANNING, technical concerns predominate; but, guided by exposure to Van Manen's levels of reflectivity (1977, pp. 226-227), observations and comments about educational outcomes and moral/ethical consequences gradually increase. Students analyze what it would be like for both students and teachers to live (Hultgren, 1990) each of the curriculum models. Information and insights from peer research into areas[8] such as values education

global education, gender/feminist issues, experiential education, career education, computers/technology in the classroom, and multiculturalism offer perspective and depth regarding the nature and processes of education in Family Studies--and related Ministry of Education guidelines such as Personal Life Management, Fashion Arts, Food and Nutrition Sciences (draft) and Consumer Studies (Business Studies).

In their journals, students reflect on how their original images and theories of teaching stood up to experimentation in the real-world context of practice teaching.(Killion and Harrison, 1988, p.36) They reflect on lessons they taught in terms of: "... what they did, why they thought it was successful or unsuccessful, and what they learned from the experience" (Sparks-Langer, 41, p. 26); on events in terms of "... why the event was successful or not, what conditions were important to the outcome, and what moral or ethical issues were raised by the event" (ibid.); and, as at the University of Wisconsin, on curriculum development in terms of "... how and by whom curriculum decisions were made, why certain decisions were made, and what factors influenced those decisions." (Ross, 1990, p. 103) New learnings are shared with classmates.

PROFESSIONAL PRACTICE in Family Studies

The picture changes for the third time. The class and I are in the final phase of our work together. We focus on the question, "What principles should guide my PROFESSIONAL PRACTICE as a Family Studies educator?" Journal entries and analyses are now directed to the impact of PROFESSIONAL MATTERS on their images of teaching. Students continue to gather the data and insights to put the finishing touches on their personal "Book of Teaching" (Holly, 1989).

This segment, PROFESSIONAL PRACTICE, is kaleidoscopic in nature. All topics are interrelated. A study of advocacy for Family Studies naturally leads to an overview of leadership roles and assertive stances. An exploration of change in the school context leads us to consider the value of collaboration, professional involvement and graduate studies. We end the course with thoughts on balancing personal and professional "lifeworlds." (Hultgren, 1987, pp. 37-38)

As captivating as the topics on which we touch in this phase are the teaching strategies we use. Guest speakers provide invaluable first-hand insights. Simulations, team debates, in-basket activities (Killion and Harrison, 1988, p. 36), star discussion groups and hearings (Klippel, 1985, p. 9) generate heated exchanges. From case studies, students learn "... how to spot central issues from different viewpoints of the situation and to frame problems. They consider alternative strategies and try to predict consequences. They attend to possible 'at the moment' effects of their strategies along with midrange and longer-term results." (Noordhoff and Kleinfeld, 1990, p. 176) Typically, we are left with more questions than we have answers.

PART C

Reflections on the "Framework" and "Picture"

I pause now in this picturing process to take the opportunity to review my own reflections. I find evidence of both strengths and shortcomings: i) Strengths: The picture which emerged does reflect my sincere intent to position reflective practice in the centre of the program. The all-important interconnections among field context, journal reflections and faculty context are addressed. The significance of personal, practical and experiential knowledge is rightfully acknowledged. Because both the framework and the picturing account will be shared with the 1991-1992 class, the students will have a coherent and "inside" picture of the course. ii) Shortcomings: The visual separation of field context, journal reflection and faculty context is an aspect of the framework with which I struggled unsuccessfully. The foundations of the field of Family Studies have been slighted. The program is simply too full for the time period assigned; likely reflective thinking will be the victim. Finally, while my intent is to share decision-making with the students, the "appearance" is that much of the course has been pre-determined.

PART D

Issues

i) An inquiry orientation
is an approach I have not used extensively. Will any sign of inexperience or discomfort on my part send negative signals to students about the course and affect their motivation for, acceptance of and achievement in the course?

ii) It is crucial that I myself model reflective practice if I am to encourage its development by my students. Unfortunately, at this point, my rhetoric about reflective teaching is considerably stronger than my practice. Schön describes reflective teaching as

> ...listening to [students] and responding to them, inventing and testing responses likely to help them get over their particular difficulties in understanding something, helping them to build on what they already know but cannot say, helping them coordinate their own spontaneous knowing-in-action with the privileged knowledge of the school. (Schön, 1988, p. 19)

As a beginner in the practice of reflective teaching, I'm not certain of my ability to meet these criteria. In essence, I will be "... demonstrating reflective teaching in the very process of trying to help the [students] learn to do it." (Schön, 1988, p. 19) My feelings and responses will undoubtedly be somewhat akin to those described

in a further quotation from Schön, "... reflective teaching opens a teacher to confusion, to not-knowing, hence to vulnerability, to anxiety provoked by vulnerability, and to defensive strategies designed (often automatically) to protect against vulnerability..." (p. 23). The reaction Schön describes could be compounded in this case because my students may also share some of these characteristics.

iii) In a misdirected fashion, I am still searching for what Schön calls a "template" (Schön, 1988, p. 26) for reflective teaching. Like my students, I am searching for concrete, practical, hands-on strategies which I can use in the classroom tomorrow. Schön advises, however, that

> ...a reflective teacher builds her repertoire of teaching experiences, holding examples ... not as methods or principles to be applied like a template to new situations, but as stories that function like metaphors, projective models to be transformed and validated through on-the-spot experiment in the next situation... We can see ourselves as builders of repertoire rather than accumulators of procedures and methods. (Schön, 1988, p. 26)

iv) Although I have built action research into the framework of the course, I'm uncertain whether there will be enough time for it and whether pre-service teachers are developmentally ready to engage in inquiry into their own teaching practice. As a kind of research which involves "... design(ing) effective interventions, confirm(ing) action-oriented hypotheses, or gain(ing) new insights into the phenomena of practice" (Schön, 1988, p. 28), it is my belief that pre-service teachers can and should practice this kind of inquiry.

v) Evaluation of journals is a major concern to me. Should journals <u>be</u> evaluated? Should <u>I</u> be involved in journal evaluation and, if so, in what manner? By what criteria could or should journals be evaluated? At this point, I am considering using "Framework for Reflective Thinking" developed at Eastern Michigan University (Sparks-Langer, 1990, p. 27) for either student self-evaluation or staff evaluation. If reflective thinking is to be seen by students as the core of the program, it would be highly inappropriate to ignore or minimize the contributions of the journal. Clearly there is a need to rethink all course objectives related to reflection.

vi) In the final analysis, the success or failure of the program envisioned for 1991-1992 Intermediate-Senior Family Studies Education would seem to rest most heavily on my ability to internalize my role as coach:

> Both the reflective teacher and the reflective coach are researchers in and on practice whose work depends on their collaboration with each other. (Schön, 1988, p. 29)

PART E

Conclusion

For me, the journey I have undertaken is expressed succinctly by Grimmett who, in encapsulizing the nature and structure of the book, Reflection in Teacher Education, writes:

> Whatever conclusions the reader reaches notwithstanding, this book is offered as a starting point for intellectual ferment and excitement as we seek to understand more fully the intricacies of teacher education. (Grimmett, 1988, p. 14)

My trip was indeed characterized by intellectual delights and by challenges that beg repeated visits. In the future, I'll be accompanied on these trips by fellow passengers, the students in my classes. At the very least, I will have travelled to a point from which there can be no return. At the very most, I will have stimulated debate about the direction and mode of teacher education in Family Studies for the future.

Notes:

1. Pair and small-group exchange of personal images of teaching are suggestions of Antoinette Gagné and Anne Vibert, colleagues at the Faculty of Education, University of Toronto (FEUT).

2. In her article, "Bases for Curriculum Decisions in Home Economics: From Questions to Lived Practice," in Illinois Teacher May/June, 1990, Francine Hultgren mentions a course she has structured around practical problems. I have adopted that format as the basis for my course organization.

3. The "classic model" I use is adapted from a handout developed by Helen Finnegan, a former chair of the Home Economics Education Department, FEUT.

4. I wish to acknowledge, here, the significant influence of colleague, Dennis Thiessen, in helping me come to grips with the language and nature of reflective practice.

5. From Howard Hainsworth, a colleague in Modern Languages Education, comes the idea of having students submit a practice-teaching lesson for formal evaluation of lesson planning ability.

6. The idea of T.O.P., Teacher Observation of Practice, was approved in principle by the Secondary Education Department in January, 1991. While the specifics remain to be worked out, it is

likely that the students will have the opportunity to observe in their upcoming practice teaching setting for one or two Wednesdays prior to the session's beginning.

7. I will attempt to pattern my approach after an inquiry model demonstrated by former colleague, Allan MacKinnon, at a "Peer Coaching" conference at the Ontario Institute for Studies in Education, May, 1990.

8. The underlying areas of gender/feminist issues and experiential education were suggestions of students Lisa Dempster/Cathy Hluchy/Vanessa Russell and Kelly Pearce/Severia Russo, respectively, in the 1990-1991 Family Studies education class.

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Possibilities For A Journey From Leading To Being Led

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What Is The Nature Of Teacher Education?

In the fall of 1990 I was invited to participate in the Canadian Symposium: Issues and Directions for Home Economics/Family Studies Education and speak about teacher preparation for the year 2000. Although I had only recently returned to Canada and begun my work as a professor in the faculty of education at The University of Western Ontario I was encouraged by Linda Petreat to share some of what I have been doing in my pre-service teacher education program.

After having said "Yes" to this invitation I was disturbed by my doubts and uncertainties about the meaning of teacher education today. The audience would be teachers, dedicated members of our profession representing major school districts, universities, departments of education and teachers' groups. What would I be able to say to people who are thinking day in and day out about the future of home economics/family studies education in Canada? I also wondered how it might be possible for me to invite others into the mood that hints at the essence of the experience of being a teacher educator. The more I said to myself, "I can't do this", the more I felt drawn to share my thoughts about and my experiences with teacher education as they have evolved since my joining the university community.

After many years as a high school teacher in Quebec, I left to pursue further studies on a full time basis. Now, as a beginning university professor working with students of teaching I recall my student days and my struggle to bring forth my own voice. In response to an uneasiness with traditional practices in teacher preparation programs I asked myself "How do I now live and invite my students to explore and critique influences and assumptions that underlie what they believe and value about teaching and learning? How do I think about my teaching and how do these thoughts affect my everyday words and actions? How do I respect and foster the conditions that invite and allow the voices of my students to be heard? What are the tensions and struggles within and between my evolving vision of teacher education and the traditional practices that have shaped and informed my actions?

On this journey it is nearly as hard to recognize the enticements of the traditional model of teacher preparation as it is for a fish to discover impurities in the water. I wonder what has caught my interest and made me uneasy about the nature of teacher education? It seems to me there is a tension in the meaning of the word "nature". Roget's Thesaurus (1946) lists under the word nature, tendency and essence. A quick review reveals tendency as leaning, as inclination. Essence yields synonymous such as heart, soul. Traditionally, teacher educators are inclined to tell. It is easier. Students come expecting a "bag of tricks" the "quick fix" that will tell them "how to" teach. Most of us have lived our lives in educational institutions listening, taking notes, and following explicit instructions from course outlines and

assignments. We might not be at the faculty of education if we had not learned how to follow rules and achieve academic success. Students are ready to be told once again what to do and how to do it, professors are ready to tell, to lead students through their programs. I am inclined to tell and to lead. My struggle lies in my desire to hear the voices of my students, to be present to them in such a way for conditions to be fostered for students to be obedient to their own voices. The tension then in the question, What is the nature of teaching education?, lies within and between our inclinations and our being open to possibilities in listening and hearing. Teaching as telling can be planned, implemented and evaluated, reassuring us we can predict and control student behaviour and learning. Teaching as listening prepares us for a special relationship with our students and what it is we are studying. In hearing, listening, I must remain open, sensitive and vulnerable to my students. In my listening they inform and shape our journey giving rise to risks and struggles, hope and joy for each of us opening the way for possibilities for a journey from leading to being led. To provide insight into the essence of this special relationship the roots of the word pedagogy will be explored.

What Is The Meaning Of Pedagogy?

The Greek meaning of the word pedagogy returns us to the original voice in which it was spoken. "Παιδαγωγία" is the Greek word for pedagogy and is a compound word: "παιδί" is the noun part of the word meaning child, "ἄγω" is the verb part meaning to guide.

Pedagogy if spoken in the active voice signifies an action that is going somewhere: "I lead the child". If spoken in the passive voice, I receive the action: "I am led by the child". Spoken in the original or middle voice "I actively participate in the results of an action that another initiates" (Peterson, 1990). In other words I as guide on a journey am "willing to give leadership by allowing myself to be led". (Nouwen 1989). Most of the time we move between speaking in the active and passive voice. The tension in wanting to tell and be told is awakened in the struggle to bring forth the middle voice. In my quest for ways to encourage students to articulate their stories in their own voices I begin my program with these questions: What has brought each of us to this particular place today? What and who has influenced each of us on this journey? What are some conditions that have allowed you the opportunity to be here? What are some constraints you are experiencing?

As we give leadership by being led in the hearing of each other's voices we struggle to move away from chronological reports of academic achievements, a listing of goals and objectives, a succession of events and people and conditions and constraints that are limited to a mood of commiseration. In my hope to bring an holistic dimension to our class in the form of community and shared meaning I listen for common themes in the wonderfully rich experiences my students bring from their everyday lives as former students, child care workers, dietitians and so on. These themes are the structures of their experiences that allude to what it means to them to be embarking on a journey to be and become 'teacher'. We are thrilled, excited and often surprised as we enter

each other's stories in our listening. We come to recognize that what is one person's experience is also our experience, that hopes and fears most personal are also most universal.

This is the beginning of our trusting relationship within which intimacy and solidarity move us toward community. As we journey together, I continue to dwell in the questions, "Might it be possible for students to then live in community in their own classrooms? In what ways might we look more closely into the dimensions of the relationship between student and teacher? What are we taking for granted about this relationship that remains invisible to us?" This next section reveals details of and situations where the active, passive and middle voices are spoken.

What Is It Like To Be In A Pedagogical Relationship?

In the classic vision of pedagogy the student teacher's active voice seems never to be at home. This routine way of teaching is an attempt to control students' behaviour and learning. In this mode lessons are delivered, the student teacher performs and life is lived with certainty as long as the objectives for the unit and for the lesson are fulfilled. As the student teacher continues to draw back from others as a form of self-protection denying most uncertainties and frustrations, the threat of boredom and drudgery set in. The question "Why am I doing what I'm doing?" may be the beginning of a general condition of human beings today, namely, burnout.

In the other extreme within the classic vision the student teacher's passive voice is all over the place. This rootless existence gradually moves from the naive belief that just loving children is all it takes to be a good teacher, to the dangerous position where the student teacher feels out of control. A sense of being overwhelmed leads to a resentful clinging to others. The questions, "When did my dream of working with children as exciting and spontaneous become replaced with fear and a sense of helplessness? Where is the passion, the conviction that teaching is a worthwhile endeavour in the midst of this disillusionment?" Perhaps this sense of disequilibrium experienced in routine and rootless forms of pedagogy might provide a yearning, an eagerness, even an urgency for another way of being 'teacher'.

In a transformed emerging vision of pedagogy the student teachers are at home with their own voice. This pedagogical approach is rooted in reflection with thoughtful action being a way of life for the student teacher. There is an hospitable atmosphere where careful listening and hearing each others' stories makes room for the gifts and questions of the other. As common insecurities and uncertainties surface in a caring community they are listened to as a source of human understanding. This emerging vision of a pedagogy accompanied by ongoing tasks is located on a new horizon, a different place and space from the realm of the routine and rootless pedagogy. How might I then, as teacher educator give leadership by allowing myself to be led? Am I willing to join my students in their struggles within routine and rootless forms of pedagogy? Am I willing to admit my inclination to dream...to control? Are my students willing to join me in the journey toward a pedagogy

rooted in reflection and passion "not to make learning painless but to make painful things possible?" (Palmer, 1983, p 74).

One thing is clear to me: the temptation to speak in the active and the passive voice is greatest when openness and vulnerability are regarded as a sign of weakness. Much teaching is undertaken by people who base their lives on the supposition there should be no anger, no frustration, no incompleteness and no doubt in teaching. These false expectations prevent students and teachers from claiming their own uncertainties and helplessness as a source of human understanding. Thus our middle voice remains silent and hidden.

Why Speak In Terms Of Possibilities?

Let us return to the question: How might I foster and invite the inner middle voice of my students to be heard? The challenge awaits to provide opportunities and conditions for my students' emerging voices to be respected and listened to. What are some possibilities? How might we begin? In recalling my own thoughts about and experiences with teaching I framed three questions for each of us to respond to with a view toward exploring and sharing what we often take for granted about teaching and learning. These questions are: What does it mean to teach? What is it like to learn? Write about how you imagine yourself to be as a teacher in family studies.

The intention in my asking these questions is to bring to mind, to remember what are our experiences with teaching and learning. I am not seeking what it is we know (how we conceptualize, categorize teaching and learning) but what it is that happens in our particular situation as we experience teaching and learning.

Responding to the first question What does it mean to teach? (What is the activity of teaching?), brought forth common themes and categories even as they struggled to relate what actually happens when we engage in the teaching act. Some of these are: to tell, to show, to guide action, to awaken students to a critical mindedness, to learn from students about how they learn and to provide opportunities for students to formulate their own ideas. Students in turn imagined themselves as a teacher who is: in charge, in control, friendly, open, enthusiastic, challenging, thought provoking, respectful and open minded. I asked my students to reflect further on these categories. They did. In the next section of this paper I relate some of their insights.

To encourage my students to seek and listen to their middle voice, I suggested they tell me a story, relate a metaphor, an analogy or even a poem in their uncertainty with writing about what it is <u>like</u> to learn. I now wish to share with you only two of many examples that hint at the essence of the meaning of what it is like to learn as an essentially human experience.

1. Learning is like falling unintentionally off a boat and knowing you eventually have to come up for air. There are struggles to reach the surface. When you break through the surface you feel alive, thankful, somehow calm. You take

that breath of air with confidence, in a way you have never done before, thankful for life yet still trembling from the unknown.

2. My paddle pierces the surface of the still water, breaking the silence. Through the darkness shines the first rays of light cast by the rising sun. The sky glows, filling my eyes with water and trees. I breathe it all in, deeply. An egret stands motionless; a fish flies through the air, then disappears. At once I grasp infinite wisdom; then it is gone.

In the next section of this paper I present the discipline of continuing to dwell in the questions as a way to foster and guide the student's emerging visions of a pedagogical relationship rooted in reflection.

Journal Writing And Reflective Response Reading

In what manner does journal writing and reflective response reading help us to move from a relationship where leading is the focus to a relationship in which we are willing to give leadership by allowing ourselves to be led? In the development of reflective journals I stress that journal entries are not class notes. Rather I encourage reflective journals to be written as a conversation between the student and myself. Consequently, I am always careful to clarify times when journal entries are to be shared with class members. These entries are to reflect thought and effort and may relate to and reflect upon ideas presented in our class, other classes, readings and experiences in everyday living.

Some initial reactions from students cautiously hint at an emerging middle voice as students struggle with the tension of living in a learning space where there is room for not knowing, where questions and suggestions are relived in an atmosphere of trust and hospitality.

> I enjoy writing journals, reflecting on ideas and questions. I appreciate your taking the time to make comments on the work we hand in because it challenges us to go back and examine what I we meant by a concept or thought.

> The reflective approach is somewhat foreign to me but I believe it is going to generate a more creative and critical approach to teaching.

> The idea of reflection bothered me at first. I have so much to do...this idea seemed like a waste of time. However a light came on in my head a little while ago and I started to see how I could benefit from it. Reflecting has started to play a big role, as I try to sort out everything that happens...often reminds me of an incident from when I was in grade school...and I think about what I might do...

> What it is like to learn - it was very helpful. It made me relive the struggles and the hopes I have. I think these 3 questions serve as eye openers.
>
> Thinking about the meaning of teaching and learning has given me more questions than answers. I have come to realize that these concepts will develop and change throughout my life.

Journal writing as conversation allows me to be sensitive to student concerns. Many of these concerns focused on the need for clarity about expectations for class, and for assignments, feeling the lack of adequate preparation for student teaching, experiencing frustration about some students opinions, and feeling left out and misunderstood by me. As the semester progressed, time constraints became evident and journal writing and reflective reading, once enjoyed, were now a source of frustration for some. The students' voices alluded to unreasonable, perhaps useless assignments and maybe even a sense of loss through their disclosures in journal writing. As I read these unsettling yet straight forward accounts my immediate thoughts centered on myself. At once prepared to give up, I experienced the overwhelming feeling of being out of control, of living in a rootless pedagogy. My heart was with my students yet I felt disconnected and could not find my own voice. As I came face to face with my present reality, I decided I must become a teller, a controller, and distance myself, ceasing to be vulnerable, open and sensitive. I reassured myself I could live within a safe routine pedagogy. I could not. My ensuing and persistent anxieties would not let me rest here.

As I began to recognize my temptation to slip into the traditional model of teacher preparation I made room for and opened the door to allow my students' tensions to speak to me. As I listened carefully, intently, searching for their gifts, their hope in their despair and unease, I became at home again with my own voice. My responses, often in the form of contemplative, thought provoking questions, spoke of my willingness once again to give leadership by allowing myself to be led. This phenomenon is experienced over and over again hinting at the fragility and insecurity that accompany teaching within a pedagogy rooted in reflection. I am encouraged by Pamela Annas (1985) to write about these uncertain and awkward moments in my lived life as a teacher educator. Annas states in her article Style as politics: A feminist approach to the teaching of writing, that "people write well - with passion and colour - when they write out of their experience and when they have the confidence to write it...they need to ground their writing in their lives rather than to surmount their lives before they write: (p.361). I hope in briefly sharing my experiences some might feel accepted and even comforted as they listen to and hear my struggles offered as a source of human understanding.

Reflective reading is a way I encourage my students to write in the middle voice from their lived experiences. As a guide to reflective readings (and possible response journals) I now include the following outline:

As you read the article/chapter focus on such significant things as:

> words, images, actions, sentiments, moods, situations that speak to you in ways such as: wondering, doubts, uncertainties and possibilities in relation to your journey, your life story as teacher, as learner, as person in the world.

Consider the following questions as a guide to making sense of others' writings in your every day life as teacher, as learner.

1. What significant things are stirred up in you and what is your interpretation of what each of these things means to you?

2. What taken-for-granteds in your everyday life as teacher, as learner, are now being called into question?

3. What tensions arise in you?

4. Who/what has influenced you to believe as you believe, act as you act in relation to these significant things and how has this come about?

5. What new insights, understandings are revealing themselves to you?

6. What actions do these new meanings, new understandings, suggest for your classroom practice as a way of life and living as teacher, as learner.

A list of suggested readings are found in the bibliography.

A valued end for my course included using approaches such as journals and reflective readings and personal stories to expose and critique the influences and assumptions that underlie one's own orientations to professional practice. Students' comments illustrate the struggles and to some extent the tensions and the impact of their reflections on their personhood, releasing them to discover and hear their own voices.

van Manen (1986), Every Child Needs To Be Seen.

> This chapter...has impressed me so much that I am now trying to think of how to accommodate this theme into my role as a teacher. I think this theme should be broadened though to "Every person needs to be seen". The reason I feel so strongly on this topic is that I once felt unseen; that I didn't have anything interesting to say or any unique views on issues. I didn't feel that I was any different than anyone else -- I felt I really wasn't important - and I was content with that. I thought some people just had 'something' that made them glow while others did not. This attitude of mine changed dramatically upon meeting a fellow student during my undergraduate program. We were pondering over different theories that I felt ignorant about. My friend had me apply the theories to daily examples. I was afraid I wouldn't be able to do this and that he would think my answers were laughable

> and off base. Through this experience I found out that he didn't laugh but instead he had me try another example if I wasn't answering fully. He had me expand my thoughts further than the examples. He was interested in hearing what I thought about different issues! I felt at that point that I had something worthwhile to say - that I was important - that I had some unique thoughts - I FELT SEEN...really I think for the first time in my life!! - and I felt I was a special human being. This feeling will never leave my mind. The powerful mood of this chapter has made me evaluate my role as a teacher and how I must incorporate this wonderful way of being into my classroom practice - and my life!!

van Manen (1986), Children Teach Us Possibility.

> The lesson I can take from this reading (chapter) is that a child can be my teacher. I must be willing to learn, to be receptive to the ideas of children...In fulfilling my own life I must be the student of my students.

Reflections On Reflections

The comments by Dr. Slocum on this assignment reinforced the sense of accomplishment I felt after reflecting on the article. The article aroused a great deal of thought on my part and stirred up memories and feelings I was not aware of. The feeling I have about the reading and my reflection can be described as an awakening. I discovered a part of myself that I didn't know existed. Events and memories suddenly had new meaning and application for the classroom and for future interactions. Though reflecting can be a struggle, the personal gain in self-discovery is rewarding.

The task of future teacher educators is not to foster the development of teaching practices that are expedient and pragmatic but to explore and critique the influences and assumptions that underlie what students believe and value about teaching and learning. In proposing to live with our students of teaching in different ways we are reminded of the social and educational practices <u>we</u> take for granted. <u>We</u> are required to bring to a critical consciousness what we believe and value about teaching and learning and about the goals of home economics/family studies programs. We are called to live in the uncertainties, the frustrations, the joys and the hope of our struggles and those of our students. We are called to respect and foster the conditions that call forth and allow the voices of our students to be heard.

One of my students, in completing the final assignment for our class offers me encouragement, direction and hope for my way of being with my students. Jennifer has an undergraduate and a masters degree in Home Economics and was a college lecturer in this field for five years. She now recognizes and allows her middle voice to be heard as she speaks about her journey toward being and becoming a teacher.

Attendance, preparation, contribution and listening were qualities that I demonstrated in almost every class (save the bout of illness in January/February which incapacitated me physically and mentally). I felt very comfortable with all of my fellow students in Family Studies and I believe we all developed a comradery and were supportive of each other. Because of this sense of community, I felt at ease to contribute to the discussion and initiate the conversation at times. Where I felt my participation could be improved is to be more encouraging of my classmates and ask questions of them to contribute more. I did not feel the least bit inhibited to ask questions of you, Annabelle, if I wanted clarification on your thoughts about an issue. Again, because of the small class size and the homogeneity of our group, I experienced a sense of confidence in my thoughts, experiences and actions which I have rarely exhibited in other courses. At times I felt I had to rein in my contribution, just so others might have a voice.

I think perhaps my positiveness, waned at times when I struggled with the value of feeling forced to use the practical problem framework approach as well as during times of stress (heavy workload, illness, family crises, etc.). My classmates and you were most empathetic, accommodating under the circumstances, unlike the competitive and faceless (voiceless) environment of very large classes. I believe this relationship was reciprocal as well and I developed some sense of how to react and interact with some of my classmates and you. It's funny, because at the beginning of the year I wondered how I would fit in upon returning to school, but I experienced a real sense of belonging.

Now comes the hard part--putting a number on my perspective of my class participation.
I never did like marking!

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Personal Transformation: The Cornerstone of Mission Implementation in Teacher Education

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Since its inception, home economics has been committed to the improvement of individual and family well-being. However, the ways in which improvement has been conceptualized has been influenced by surrounding ecological systems. In 1903 home economics stood for

> the ideal home life for today unhampered by the traditions of the past; the utilization of all the resources of science to improve the home life; the freedom of the home from the dominance of things and their due subordination to ideals; and the simplicity in material surroundings which will most free the spirit for the more important and permanent interests of the home and of society. (Beecher & Stowe, 1870, p. 187)

As our profession has matured we have remained diligent in our endeavours to contribute to the well-being of individuals and families. We have maintained excellence in our knowledge of scientific principles that pertain to good nutrition. We have rigorously researched families and their current issues. We have contributed to the knowledge base on textile production. Many outstanding contributions have been made--too numerous to mention here.

While the well-being of families has been our focus, we have not been effective in realizing all aspects of the 1903 declaration. Brown (1985) claims that since 1903 we have emphasized the physical, biological, and economic aspects of the family to the exclusion of the moral, cultural, and social dimensions of human relationships. Not to be unduly blamed, we must recognize the societal forces which have augmented this emphasis. Scientism and scientific management, social control by technical experts, the idealization of efficiency, and the obliteration of the inner person have influenced all aspects of western society during the last century (Brown, 1985). Rather than "seeing" through this maze of influences and realizing how they were shaping our professional assumptions and actions, we have accepted and conformed to these broader societal values. We have accepted the natural sciences, and their accompanying paradigms, as the standard for knowledge and action. We have allowed ourselves to be viewed as the experts for determining acceptable standards for families. We have considered efficiency in the home more important than individual differences and relationships. In our conformity to societal influences, we have taught families to conform.

As we approach the year 2000, we must reflect on our professional heritage as we look to the future. Understanding how the past has influenced our current beliefs and actions, we need to examine our assumptions about the desired ends of teacher education. We must begin to claim the "permanent interests of the home and of society" (Beecher & Stowe, 1879, p. 187) as appropriate subject matter, and become comfortable with incorporating the moral, cultural, and social dimensions of human relationships within our teacher education programs. Without neglecting that in which we have excelled, we must become comfortable stressing these underlying textures of everyday life. Becoming comfortable involves processes of personal transformation as we begin to "see" our roles and purposes from a new perspective.

This paper will suggest a rationale for declaring personal transformation as the cornerstone of teacher education programs. Examining the ways in which societal influences have effected our profession, personal transformation will be declared as essential for accomplishing our professional mission. Implications for teacher education practices will be briefly discussed.

Hegemony: A Hindrance to Mission Implementation

Every society organized around hierarchical frameworks propagates the dominants' values, beliefs, traditions, and meanings through a process known as cultural hegemony. Hegemony, a focus for philosophers throughout the ages, is the

> "permeation throughout civil society. . . of an entire system of values, attitudes, beliefs, morality, etc. that is in one way or another supportive of the established order and the class interests that dominate it . . . To the extent that this prevailing consciousness is internalized by the broad masses, it becomes part of 'common sense.'" (Boggs, 1976, p. 39)

This "common sense" then becomes the framework for socializing new members of the society. As such, hegemonious influences are embedded within self-formation processes.

Hegemonious Processes Within Self-formation

Processes of hegemony occur via two operations (Prilleltensky, in press). First, people assimilate the meanings, definitions, beliefs, and values which support the dominant societal structures. These meanings, definitions, and values are superimposed so that life experiences do not threaten the status quo or the "established order of things in society" (Prilleltensky, p.9). Assimilation processes begin with life. Gradually, as people interact with their ecological systems, they develop frameworks to gain understanding and make sense of their experiences (Mezirow, 1990; Milner, 1983). Mezirow (1990) calls the evolving frameworks meaning schemes and meaning perspectives. "Meaning schemes are sets of related and habitual expectations governing if-then, cause-effect, and category relationships as well as event sequences. . . Meaning schemes are habitual, implicit rules for interpreting." (Mezirow, 1990, p. 2). For example, people learn that they can expect to feel cooler when a cloud blocks out the sun. They learn that locks will open when a key is inserted and turned. They expect their feet to get wet when they walk in the surf. These meaning schemes emerge from their daily experiences.

"Meaning perspectives are made up of higher-order thinking schemata, theories, propositions, beliefs, prototypes, goal orientations and evaluations, and what linguists call 'networks of arguments'" (Mezirow, 1990, p. 2). They deal with situations that are common to all within a societal group and around which value and belief systems exist. Involved are the application of habits of expectation, belief systems, criteria for value judgements, decisions about the use of knowledge, the interpretation of situations, and awareness of feelings/perceptions about self. For instance, people come to believe that parents always love their children or that the most important knowledge is acquired in educational institutions.

Generally, meaning schemes and perspectives are acquired during the early years of life when children are subordinate to powerful caregivers. Necessarily dependent on the care they receive, these relationships are emotionally charged. Children are not able, nor usually encouraged, to question the values and belief systems held by their significant caregivers. Nor are they cognitively able to examine the assumptions they are absorbing. Instead, habits of expectation are reinforced as they live their day-to-day lives. Thus habits of expectation become meaning perspectives or well established principles for interpreting life.

Children easily absorb the values of those around them. Eager to attach securely and positively with their caregivers, they thrive on the acceptance and approval of those upon whom they are dependent. Therefore, early hegemony processes occur as meaning schemes and perspectives are assimilated without question. However, most children encounter situations where their authentic selves, including accompanying thoughts, perceptions, and feelings, are aberrant to the values and beliefs that are being conveyed. One's authentic self is an inner core that is true, genuine or real. Present at birth, each person's authentic self is both strong and resilient as well as fragile and susceptible to outside influences. Not to be dissuaded by authenticity, hegemony is able to deal with

problematic situations or situations in which peoples' authentic (real) perceptions, feelings, or ideas diverge from the accepted standard. Since hegemony requires that definition, meanings, and values comply with the status quo, problems must be redefined to account for the discrepancy. Two accountings are common: (a) "natural" causes; and (b) person-blaming. Known as hegemonic definitions (Prilleltensky, 1990) they differ primarily in the placement of blame. "Natural" causes blame biological sources for the problems. In such a case, an aberrant child might be labeled "strong willed;" her wayward mother might have passed on defective genes; or his ethnic roots might be blamed. The implictions perpetuate meaning perspectives rooted in fatalism, pessimism, and resignation (Alschuler, 1986). Person-blame causes are directed toward personality deficiencies. Laziness, stupidity, and excessive sensitivity are commonly ascribed defects. Viewing the individual as totally responsible for their defect, personal change is declared essential.

Some claim that when children (or anyone in a subordinate position) encounter situations that are problematic, anxiety occurs. In order to relieve the anxiety and maintain the approval and acceptance of the significant (dominant) others, children exchange their authentic perceptions for conforming perceptions which are less emotionally threatening and maintain the status quo (Mezirow, 1990; Miller, 1984). An example might be an everyday situation when parents, who have unconsciously accepted the belief that if they are doing a good job their children will be happy, tell their children to "Stop that crying! Now I want to see a happy face!" Because of dependency issues and immature cognitions, many young children perceive themselves as having little recourse. They learn that they will be positively reinforced for accepting their parents' perceptions and denying their own. They absorb person-blaming implications, blame themselves for having "wrong" perceptions (sad or upset feelings), and learn to match their perceptions to those of their dominant caregivers. In this way, children learn to accept the established order of life by blaming themselves and conforming. In this way, hegemonious definitions are perpetuated.

Miller (1983) claims that children raised by significant caregivers who value conformity over authenticity may become alienated from themselves as well as others. Feelings of self-alienation are thought to arise as people learn to blame themselves for the discrepancies between their authentic perceptions and societal expectations. Thus the need to conform emerges. Reflecting the experience of many, the following excerpt creates an image of the demeanour and actions that may evolve when people perceive themselves as blameworthy and needing to conform:

> ...she cast about constantly for ways to conform our lives to the expectations of others, or to what she guessed their expectation might be. (Robinson, 1980, p. 172)

When such is the case, one is not free to "see" authentically. Cognitions are stifled and limited to acceptable perceptions. Self-betrayal becomes "natural" and is accepted as inevitable. According to Moustakas (1966), self-betrayal is one of the most devastating evils in modern society. Self-betrayal is insidious in that it spreads quietly and quickly as people live their daily lives. "When effectively executed it initiates a dehumanizing process which results in the moral and psychic decay of human relationships" (Moustakas, 1966, p. 1).

> From the day I was born, I began to learn my lessons. I was put in a rigid frame too intricate, too twisting to describe here so briefly, but I learned to conform to its slide-rule measurements. I learned it is possible to be a Christian and a white southerner simultaneously; to be a gentlewoman and an arrogant callous creature in the same moment. . . The mother who taught me what I know of tenderness and love and compassion taught me also the bleak rituals of keeping Negroes in their 'place.' The father who rebuked me for an air of superiority toward schoolmates from the mill and rounded out his rebuke by gravely reminding me that 'all men are brothers,' trained me in the steel-rigid decorums

> I must demand of every colored male. They who so gravely taught me to split my body from my mind and both from my 'soul,' taught me also to split my conscience from my acts and Christianity from southern tradition. . . I learned it . . . by closing door after door until one's mind and heart and conscience are blocked off from each other and from reality. (Smith, 1949, pp. 27, 29)

Many learn to blame others in order to minimize or conceal feelings of self-betrayal. They may, as a result, become suspicious, inhumane, and exploitative. Those who accept self-blame may become naive, self-sacrificing victims of exploitation. At one extreme are those who use, manipulate, and control others. At the other end are those who "do not notice, even at an advanced age, when someone is taking advantage of them as long as the person uses a 'friendly' tone of voice" (Miller, 1983, p. 6). Whatever the outcome, the consequences of self-betrayal--exploitation, hypocrisy, suspicion, dehumanization, and fragmentation--are, all to often, considered normal realities of life.

Hegemonious Influences Within Teacher Education

A second operation of hegemony is the inculcation of the societally approved meanings, definitions, and values to new and subordinant members (Prilleltensky, in press). While the assimilation of meanings, definitions, beliefs, and values manages the personal aspects of hegemony, inculcation ensures societal support. Gramsci (1971) claimed that hegemony is perpetuated by all legitimate institutions within society. In other words, government, schools, churches, community organizations, the media, workplaces, and the family are involved in hegemonious processes. Each institution has hegemony agents: politicians, teachers, clergy, and parents. Likewise, each institution has its target population: constituents, students, parishioners, and children. It is the role of the hegemony agents to inculcate target populations with acceptable values, beliefs, and actions.

Certainly, there are levels of hegemony agents. As teacher educators, we have not always been able to control decisions that have influenced many of our professional actions. Like children, or others in subordinate positions, we have been in situations where we have had to judge our authentic perceptions as less credible, and less valuable than those occupying the role of hegemonious agents in our lives. Our positions of subordinance have required us to redefine situations and to conform to the status quo. We, too, may have denied or minimized feelings of anxiety, alienation and self-betrayal. Perhaps we have spent so many years learning to conform, that we have not even been aware of violations to our authentic selves. The limited or false consciousness which has resulted in such situations has contributed to our maintenance of the status quo. On occasion, this has circumvented our efforts to contribute to the well-being of families and the improvement of society.

We, like others, have been unknowing victims of hegemonious systems which perpetuate conformity. Thus we have ascribed to the perspective that the scientific management of the home and family is desired. We have allowed ourselves to agree that efficiency in families is the desired end. Society's acceptance of scientific management and efficiency has pressured us to conform and to enforce conformity in our learners/clients. We have conformed to the view that teaching is the application of technical acts which require a "skill or ability in which there is a certain degree of standardization and uniformity" (van Manen, 1985, p. 63). We have perceived our roles as technical, production, or dilemma managers (Aoki, 1987; Lampert, 1985). We have allowed content to be dictated to us by researchers who pass their valued knowledge on to us (Lampert, 1985, p. 120). We have felt the pressures of conforming to course descriptions, learner outcomes, and parental expectations. Therefore, we have written objectives which can be measured and used teaching techniques designed to produce the desired outcome. Control has been the unspoken desired end. Freire (1970) refers to the reliance on technical acts, methods, and strategies to teach standardized

content as the "banking method." Implied is the notion that the use of certain techniques and the teaching of certain bodies of knowledge will ensure the development of people who act and feel in the desired way. Conformity is thus propagated.

Thus we have considered ourselves to be those who fulfil others' expectations. We have learned to define the social situation, of which we are a part, in a way that does not threaten or upset the status quo (Prilleltensky, in press). As our perspectives have aligned with the status quo, they have been narrowed. We have betrayed ourselves in that we do not use our "own faculties in determining which experiences contribute to self-realization and which are irrelevant or impending (Moustakas, 1966, p. 5). Within our bureaucratic educational institutions we have gradually learned to ignore the ways in which we influence others to conform. We have not known how to challenge accepted educational traditions. We have felt fatalistic, pessimistic, and have become resigned. As we have conformed to these educational assumptions and expectations, whether inadvertently or otherwise, our own authenticity has been distorted.

Also in the wake of hegemony, learners have had limited opportunities to define their participation in learning or their life pathways (Simon, 1987). Participants in home economics and family studies education have not been encouraged to "see" or question the "hidden" values and beliefs embedded within the curriculum (van Manen, 1989). Students have not been encouraged to examine "who they are in ways that are different from identities informed by the dominant culture" (Simon, 1987, p. 378). Therefore, they unknowingly contribute to hegemonious processes. We are all too familiar with the results. Daily we encounter teenagers who succumb to the influences of hegemonious influences and judge themselves on the basis of physical appearance, material possessions, or status connections. We observe and interact with parents who are unaware of the ways in which their children perceive them as being conditionally accepting and as desiring perfect children. In the end, all of us are implicated in the hegemonious processes which deny authentic awareness of self and perpetuate self-betrayal.

Efforts to Reclaim Our Mission

Enlightenment as to the hegemonious influences on our profession invite questions about the relationship between theory and practice. While such questions have been the subject of debate since the dawning of institutionalized education (Giroux & McLaren, 1986; Schubert, 1989), some contemporary theorists are suggesting the use of alternative paradigms to counteract the effects of false consciousness. These theorists contend that members of society reflect the dominant members' opinions, and as such, have limited insight into their own circumstances and needs. Therefore, education is perceived as that which aims at exposing the hidden or underlying textures of everyday life (Fay, 1977; Schubert,1989). Freire (1970) speaks of the conscientization (or consciousness raising) of students. Simon (1987) calls for a pedagogy of empowerment in which students draw from their own cultural expression to develop full expression of their own voices.

As we reclaim a more holistic approach to our mission, we may be able to benefit from alternative paradigms that aim toward the betterment of society (Schubert, 1989). In keeping with these trends, the Canadian Home Economics Association has developed a policy statement declaring the promotion of "the well being of individuals and families" (CHEA, 1985, p. 116). The importance of alternative paradigms, interdisciplinary forms of knowledge, and an emphasis on self-awareness and personal transformation has also been claimed. A commitment has been declared to involving learners in the "process of actually developing solutions and knowledge" (CHEA, 1985, p. 116) in areas related to their everyday lives. Throughout North America, this focus is being applied in a variety of curricular forms. Some are emphasizing process over product; others are incorporating a practical problems approach to curriculum. In these ways, the well being of individuals and families, as well as the betterment of

society, is being promoted holistically (AHEA, 1989; Peterat, Casey, McMartin, Mann, Doherty, & Tremblay, 1988; Southers, 1990). The underlying textures of everyday life are being addressed.

Never-the-less, the use of alternative paradigms is not the panacea. Ellsworth (1989) claims that many contemporary classroom applications are antithetical to the theoretical constructs which underlie the paradigm. For example, critical social science paradigms claim to promote critical consciousness and enlightenment so that oppressive institutional structures can be restructured to promote the good of society. However, in Ellsworth's (1989) review of the literature, she found that many applications of critical pedagogy were merely technical exercises. Classroom discussions focused on oppressive societal situations but were often laced with high levels of abstraction which maintained power structures and intimidated learners. The literature revealed that critical pedagogy's emphasis on rational thinking had been translated as a preference for linear thinking, thus varied forms of knowing and rationality were discounted (Belenky, Clinchy, Goldberger, & Tarule,1986; van Manen, 1990). In addition, the use of rational argumentation had not accounted for learners' personal histories with hegemonious agents who had used such a method to intimidate and invalidate.

If Ellworths's (1989) analysis is correct, many educators may be assuming that alternative paradigms can be learned and applied (as techniques) to students (or classroom situations) in order to produce selected outcomes. While these outcomes may be perceived by the instructor as promoting the well-being of individuals and the betterment of society, they are still permeated with issues of control and dominance. Thus, the positivistic nature of educators' underlying assumptions are revealed.

We must acknowledge, and begin to seriously examine, the ways in which positivistic paradigms have made inroads into our thinking and perceptions about our mission. Positivistic paradigms are based on the idea that peoples' actions and attitudes can be manipulated and controlled. Facilitating enlightenment as to false consciousness will not occur unless learners have freedom of choice and are treated with dignity, respect, and equality (Fay, 1977). Positivistic paradigms also include the notion that teachers (knowledge holders) are separate from knowledge and learners. However, we cannot assume the separation of self and subject; teacher and learner; teacher and content. To the degree that we want to address the underlying textures of life, we must study ourselves and the hegemonious forces in our own lives. To do otherwise, we risk reducing alternative paradigms to techniques and procedures and in so doing, ignore the ways in which unauthenticity can transform our professional actions into manipulation and control.

Personal Transformation--Cornerstone of Mission Implementation

Our professions--all related to home economics and family studies education -- are laced with moral and ethical imperatives. Since our mission involves helping others acquire increasing degrees of autonomy, health, and freedom in their everyday lives, we must do more than acknowledge our ethical responsibilities. We must become more aware of the ways in which hegemonious processes have influenced our authentic selves and, in turn, influenced our professional attitudes and actions. In this realization, we may need to acknowledge the specific ways in which our authentic selves have been unduly molded through the processes of conformity. This acknowledgement begins personal transformation and furthers the holistic implementation of our mission.

The process by which people recover or reclaim aspects of authenticity is referred to as personal transformation (Ferguson, 1980). A self-selected peregrination, it is a journey without a final destination. Personal transformation is the process by which people learn to "see" things differently. It allows people to go beyond previously perceived limits; to move closer to stated goals. Ferguson (1980) refers to personal transformation as a paradigm shift. Implied is a way of thinking

about existing realities in which old truths are acknowledged, valued, and exercised while awarenesses are also enlarged and underlying textures examined.

While personal transformation is a journey without a final destination, an approximated desired end provides clarity and direction. Throughout this paper the concept of authenticity has been acclaimed. Perceived as each persons' good, genuine, and true inner core, authenticity is often victimized by hegemonious processes. Central to the concept of authenticity is congruence. Kingery (1988) defines authenticity as congruence between the self and role. Moustakas, using slightly different terms, describes authenticity as the ability to be "genuinely present and present in such a way that . . .freedom is used responsibly; . . . self (authentic) is rooted in genuine existence, in justice and in truth" (1966, p. 2). Terry (1981) suggests that authenticity operates on two vectors--the self and the world. He labels these two vectors as personal authenticity (able to be true to self) and organizational authenticity (able to be true to the world). Implied within the concept of authenticity is a sense of comfort and acceptance with oneself as well as an ability to relate, with integrity, to others. Thought to be the ideal end product of self-formation processes, authenticity is considered necessary for individuals and society to achieve autonomy, health, and freedom (Brown, 1980).

A consideration of one's authenticity necessitates reflecting on possible hegemonious influences which may have contributed to false consciousness (Comstock, 1982; Fay, 1977; Freire, 1970). This can be one of the most difficult aspects of personal transformation since hegemony has taught us to avoid negative or divergent thoughts or reframe unfortunate situations more positively. Family proverbs and rules often transmit hegemonious messages (i.e."if you can't say something nice, don't say anything at all"). While it is not my intention to demean positive, optimistic attitudes, such messages, used indiscriminately, can imply that differing feelings and perceptions are wrong. Thus authenticity may be suppressed. In reflecting on negative life situations, we may experience twinges of conscience since violating family rules can feel like a serious offence. The words of Frances Scott-Maxwell provide an example of the difficulties in reclaiming one's authenticity:

> The ordeal of being true to your own inner way must stand high in the list of ordeals. It is like being in the power of someone you cannot reach, know, or move, but who never lets you go; who both insists that you accept yourself and who seems to know who you are. It is awful to have to be yourself. If you do reach this stage of life you are to some extent free from your fellows. But the travail of it. Precious beyond valuing as the individual is, [his] fate is feared and avoided. (Scott-Maxwell, 1968, p. 21)

Although onerous, the task of reflecting on unauthenticity is important in that the ways in which we were specifically influenced by hegemony may be the ways in which we will do likewise to those who are subordinate to us (Miller, 1983).

Implications for Teacher Education

Personal transformation, as the cornerstone of teacher education, would have some obvious implications. Not to be embraced without critical reflection, we would necessarily need to discourse with one another about a number of issues. First, we would need to examine existing assumptions about the mission of our profession (i.e., the centrality of the moral, ethical, and value-laden aspects of our field) and the importance of various forms of knowledge and rationalities. We would also need discourse on the desired ends of teacher education. For example, should future teachers be efficacious in addressing the moral, ethical, and value-laden aspects of our subject matter?

Assuming that these ends would be desired, we would then need to turn our attention to personal transformation itself. Moustakas (1966) suggests that the most important condition for supporting personal transformation and the development of authenticity is the presence of at least one other person who is also journeying towards

authenticity. Therefore, our own journeys would need to be occurring simultaneously in order to facilitate the personal transformation of our learners. The presence of an authentic other helps to create a life world that encourages the emergence of authenticity. As 'authentic others' confirm and validate insights, 'new travellers' are gradually able to reclaim their own perceptions and see their ways of being as founded in worthy ends. By focusing on the cues provided by the new traveller, authentic others can help to create opportunities and resources which can facilitate continued expansion of perceptions and insights. However, care must be taken to avoid subtle manipulation and efforts to change the new traveller. Having begun our own journeys, we would need to investigate how to integrate classroom experiences which would facilitate students' awareness of hegemonious processes, distortions of personal authenticity, and avenues for personal transformation. Facilitating personal transformation in self and others is a subject which necessitates thorough analysis. Such is the work of future papers, presentations, and professional discourse.

Having begun my own journey a few years ago, I have been endeavouring to integrate these experiences within my own classroom teaching. I have found phenomenological approaches and critical paradigms useful (Morgaine, 1990; 1992). Students have responded genuinely and positively to learning experiences which incorporate reflections from their lived lives. As I have become enlightened about my role as a hegemony agent, I have attempted to create a classroom that is safe for being real within the confines of academia. My own energy as been heightened as I observe students' enlightenment. As is often true in our profession, I have not been able to observe much of their emancipating journeys. Never-the-less, my confidence abounds. I am convinced that my own personal transformation has been the cornerstone for facilitating the same in my students. I have observed the beginnings of their growth in authenticity--their congruence between self and the world. They have demonstrated "seeing" below the surface--the hidden, underlying textures of societal and family life. Like me, they have begun their own journeys towards reclaiming their authentic selves.

For the year 2000, I see a new paradigm for home economics and family studies education. I see teacher educators who are journeying towards new awarenesses about self, about others, and about processes of hegemony. Retaining our areas of expertise and our excellence in research, our teaching will become more holistic. Less often will we be naive victims of hegemony. Less often will our attitudes be fatalistic. We will become comfortable addressing the "permanent interests of the home and of society" (Beecher & Stow, 1879, p. 187). Our horizons will have broadened and be less defined by others. Not only is personal transformation the pathway to our future, it is the cornerstone for teacher education in home economics and family studies education.

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