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Opening Comments (tape transcription)

Linda Peterat, University of British Columbia

Welcome to Calgary. I will say a few opening comments as will Colleen, and Bev Pain. Then we have two presented sessions this evening and discussion as well. We have hopefully stimulating ideas to get you started this evening, all day tomorow is a very lengthy day planned and we will end at noon on Sunday.

Canadian Symposium I occured two years ago in Winnipeg. Some of you were there at that time, and it is good to see you back at this one. There was the perceived need leading up to Symposium I to talk about issues we face in curriculum and teacher education throughout the country. A number of us felt there was not a forum in which we could get together and talk these things over, debate them, present positions, present reports of what is happening in various provinces. There was the feeling that often that kind of conversation occured over a cup of coffee, or in the bar, but it never got onto the agenda of our conferences. And so it was for that reason that we organized Symposium I which Colleen, and I and Joyce MacMartin in Manitoba organized at that time. I think enough of us felt it was a useful forum for discussion and debate to try it again two years later.

We have heard in the meantime though, that some think this is some kind of an exclusive little group that gets together to talk about things. That's not the case at all. Invitations did go out to people who work in ministries of education and major school districts across the country, all those who attended Symposium I, presidents of the home economics teachers' associations in the various provinces, and those who work in teacher education across the country. On all the invitations we asked to please pass the information on to anyone who was interested. So its not exclusive but we have felt it was important to limit numbers so we can have alot of talk and alot of discussion, and fairly intensive discussion that often doesn't occur at larger conferences. We felt we compensated for that by turning out proceedings following the Symposium, so there have been available through the Canadian Home Economics Association the proceedings for Symposium I, and there will be proceedings from this one as well.

Hopefully also the Symposium is a time to celebrate and a time to get re-newed, invigorated and inspired by some of the ideas that you hear or have a chance to talk about with other people. I want to mention just a bit of history. It was almost 100 years ago in 1894 that the National Council of Women passed a resolution at their annual meeting that stated that the Council would

> Do all in its power to further the introduction of industrial (or manual) training for girls into the public school system of Canada, believing that such training will greatly conduce to the general welfare of Canadian homes and that copies of the resolution be sent to the ministers of education of each provincial government.
> (Rowles Simpson, 1964, p. 11)

That was almost a hundred years ago. The National Council of Women formed in 1893 and they were an umbrella organization that brought together alot of women's organizations and lobby groups a hundred years ago. And one of the things they lobbied for was the introduction and promotion of home economics in the schools across the country. So following that national resolution, home economics was really promoted by local and provincial Women's Councils across the country. So, it's quite an historic time. It's a hundred year marker. We've got a hundred years to look back on of school programs in home economics. It's a very interesting history and I think one that we need to really celebrate and be proud of. And this week also the Adelaide Hoodless stamp was released

so to celebrate her, there are little stamps here. I would like each one of you to take one and you can send a postcard home, and it can be a marker of Symposium II in Calgary. You may know that there are four women honoured on the stamps that were released this week by the postal system, and one of them is Hoodless. Hoodless was very active and one of the founding members of the National Council of Women and also very well known as the founder of the Women's Institutes across the country and around the world. Certainly anyone who looks at the history of education usually associates home economics and its founding in Canada with Adelaide Hoodless. She is an important figure in our history and so I think we should celebrate her. Not everyone liked her and what she stood for but so be it. We've got a great leader that is world recognized for her work for women, for schooling, and education for women in general.

I have just a few comments more I would like to add. Bev, Colleen and I thought we each should make a few comments about what issues we see or events we see unfolding in our own provinces. In thinking about that I decided I would not say very much because there are a number of people on the program from British Columbia who will be talking about the various things that are happening in curriculum and assessment and a variety of things in our province. So I'm just going to speak about a couple of things that are a concern to me.

One is a debate we have had (sort of) through the Home Economics Teachers' Specialist Association regarding name change and whether school programs ought to be called something other than home economics. To gather information on that I called out to people across the country this spring and tried to find out what was going on in other provinces. The white handout that was at the door summarizes the names used for school programs in other provinces and also includes some of the various positions, letters, and the issues that have been discussed in British Columbia. So, that's for your information. When I called out and talked with a number of people across the country they all were very interested. I thought this would be a good forum to circulate that kind of information because it seemed this is not an issue only being talked about in British Columbia, but in other provinces as well. While it's being talked about, the Teachers' Specialist Association has not taken any position as of yet, and in fact has committed itself to continue to talk about it for another year. It's an ongoing debate.

My second point I would like to raise is a concern about graduate studies and home economics education. This comes very much from my own interest and the need to maintain those programs and teacher education positions in the twelve or thirteen universities across Canada. I think the importance of research and having people doing master's programs, doctoral programs, graduate programs at our universities is incredibly important for future of the school subject and the future of the discipline, if we wish to describe it that way. The research those people are doing in their programs is very, very important and I think it is also important to have people who have doctoral degrees achieved and are in positions to take up positions at universities that are available and are coming available in various places. I'm very much seeking and wanting to find people who are interested in doing graduate studies with us at UBC where we have good support for both master's and doctoral programs. I also want to encourage people in general to pursue graduate education in home economics education. I think it is very important at this point in time when there are so many leadership kinds of initiatives we could be taking.

An issue we also face in teacher education is how we are going to relate at the level of teacher education with health, and what kinds of teacher education should be occuring for health teachers. We see those courses coming on stream in various provinces, called a variety of names, whether they are health, or learning for living or independent living etc. Those are becoming a required part and I think we really need to think about how we are

going to relate home economics and health teacher education. I'm very interested in what is happening in other provinces in that regard.

Those are just a skim over three issues that touch me very closely and as I said I think you will hear about a variety of education and curriculum issues that are being talked about in our province throughout the Symposium. Let me say again, a welcome to you all. I hope that you all see this as your Symposium. That you see it as a chance to listen and to talk and to share whatever is happening in your world of endeavour, that I think we're all interested in hearing about. I just wish us all a good meeting and good discussion over the next day and a half.

Opening Comments (tape transcription)

Colleen Grover, Forest Lawn Senior High School, Calgary Board of Education

I'm Colleen Grover and I'm the person you sent your registrations to and hopefully that all worked well for you. I'm really pleased to announce that there are 43 people registered and here for the Symposium. Every province is represented with the exception of Newfoundland and Labrador, and Nova Scotia.

I want to make a few comments about the transition back from my position with Alberta Education to full time teaching this year. It has been a really interesting year. I am teaching full time for the first time in ten years. I was on a five year secondment to Alberta Education and it ended in June. So this year has really been interesting for me. The pressures are different. When I was in government, you would go to a meeting and sometimes they were not really nice to the messenger. You would go away and maybe the next day you would relax a little bit and sort through your mail, and answer the phone calls and whatever to get rejuvenated. If you have a class like that, you have twenty-four hours to get it together again before you see them. Or maybe if you have a double block and you have not a good class before lunch and you see them again after, you only have the lunch hour to get it together. Its a different kind of pressure and its really kind of interesting. Also, I think the memory of the mistakes you make when you are in public office, in government or downtown; if you make a mistake, people remember it for alot longer. In the classroom, you make an error, and it's recovered more quickly.

Really it was like first year teaching again. Over and over again, kids tried many, many things. Some of the stress I felt at the first of the year was put on me by myself because I had these expectations... I had been a home economics supervisor, consultant and so my classes were supposed to run really, really well. That didn't always happen. In fact, I could hardly believe some of the things that happened in my classrooms. Because when I got this job, I was a seasoned teacher and these things did not happen. I distinctly remember this one day these two boys were throwing this 28 ounce can of peaches the entire length of my Foods 20 room and I stopped them and said: "Do you think this is safe? What if someone comes out of these kitchens"? And the one boy putting his hand on my shoulder and saying "Don't sweat it Ms. Grover. We haven't cracked an egg on you yet and we did that to the teacher last year". And my thinking (I haven't had an egg cracked on me) and saying: "We are still not going to do this. It is not safe. We are not going to throw these things and play catch." It was those kinds of things!

I think this experience has made me a stronger person. It's made me look at what is teaching. Because I was very much involved in the new curriculum and we have Alberta curricula over here on the side to share with you. I was very much into curriculum and what was happening. And sometimes I think what is teaching? And what is the curriculum? Sometimes I hand out assignments and I want to mark those assignments, and you have assignments coming in and there are three different kinds of hand writing on them...and you say, "All I really want to do is just mark this!" And hand it back, and go over it and hope the students catch these concepts but then you have to deal with why are there three different hand writings on this assignment. Like that's teaching too and sometimes I think that when we are developing curriculum we forget about those kinds of things. It's made me think, what is curriculum and what is teaching and learning, and what is that all about?

Another thing I've wondered about is the things we do in teaching and home economics that really have nothing to do with the teaching process. The first time I went to buy groceries this year, it took me one hour and forty-five minutes from the time I went

into the store. And I'd be most willing to spend that time on learning how to teach the multi-cultural students that I have in my room and to do those kinds of things and to read about learning and teaching, but buying groceries, I already know how to do that. I'm not sure that's really a good use of my time as a teacher. I also tried to organize a field trip this year. I tried three weeks before I wanted this trip to go, to try to get the phone calls through to the agency and finally did not go on the trip because of playing telephone tag with the people...it didn't work. I thought - we should have someone to help us organize those field trips, to do the grocery buying and I know some of you have this. Or, to do the bulletin boards which I think are an integral part of teaching but really take our time and I don't know if students need to do them all the time as a part of a project. We need to look at these things and re-think what our role is. On my way over here, I was thinking they are cutting back on our staff and I don't know how this all fits in with restraint but this is another question that I have.

I think that when you adjust to a new job, support systems are really, really important. You need to have people you can go to, to talk to, to share some of the things that have happened in your class and know its not going to go any farther. There are two people here tonight (Jackie and Maryanne) who were very, very, helpful to me in making the transition. Because it was difficult at first. But everyday gets better. And even when you have a low day, it doesn't ever get back to..its always from there. Last semester I taught Foods 20 and two Career and Life Management classes, which is the family studies/health component at the high school level. It's mandatory here in Alberta. We teach it for five credits. This semester, I'm teaching Social Studies 23 and two CALM. Some people say: "Why would you ever teach Social Studies 23?" and I said "Because my school needed me to." Ten years ago that would have scared me, but it didn't scare me now. And I'm having a great time. It's really quite fun to do this. We haven't taught the French Revolution yet. We've only done quality of life and standard of living. And, we can all talk about that because we know that. Wait until I get to the French Revolution and I may be in big trouble. I think that when there are administrative openings in the Calgary Board again, and there will be, I believe that my experience teaching a "core" area compared to a complementary area, will stand me in good stead. Because, I think I will be able to talk and understand some of the talk and the language, and better understand the pressures those teachers feel in those areas. We have not had common home economics exams. At my school we do not have a common CALM exam (many schools do), but we do have a common Social Studies 23 exam at the end of the year. So my class is going to be compared with the other five sections of Social Studies 23. And so that is going to be a new experience for me. I think these are all learning experiences.

Enough about my experiences for now. Let's talk a little about curriculum because I think that curriculum in Alberta is really in an exciting time. We have started on a major revision in many of our areas. This is part of the Career and Technology Study initiative. We talked about this at Symposium I. Under Career and Technology Studies we are focusing on the subject areas of home economics, business education, industrial and vocational education and trying to make these courses more relevant to needs of students these days. We are doing this very quickly and there are certainly more experts here from Alberta who could talk about this but I'll just talk a little bit. On the side table we have draft curriculum in the Foods, and Design study areas. Food is going to be introductory, intermediate and advanced. Introductory will be junior high. Intermediate will be 9/10, advanced 11/12 but you can ask the other people here. Curriculum is also being developed in Design Studies and Tourism. Lastly, the Career and Life Management program is being re-structured and revised. Its not a major revision but rather a re-structuring and it should be available soon. That's a little update on curriculum. I wish you well this weekend and hope you have a great time in Calgary.

School Home Economics Curricula Reform: The Saskatchewan Situation

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To say that Home Economics curriculum reform in Saskatchewan has been on the proverbial slow boat would be a vast overstatement of the progress of current reform. The process appears paralysed by the need for Saskatchewan Education to exercise departmental/ministry control of the process. The source of the paralysis is difficult to determine as are the reasons for the delay. Even the presumption of the existence of reason is open to debate.

Let us start our story with our first meeting. The current Home Economics Advisory Committee (HECAC) met on December 4 & 5, 1991 with little or nothing accomplished, other than wasting time and increasing the frustration level of the committee members.

The founding meetings set the tone. The first morning was spent with the department conducting a Show & Tell session. The material presented was primarily in one of two categories. It was either so intimately known by some of the members that it could be cited by memory or when this was not the case the simple waving and naming of the document itself did not provide an informative function. This is not to denigrate the value of the documents which were the object of this exercise but given that they were not hot off the press their presentation in a preparatory reading package would have been more appropriate. This would have placed members on a more equitable playing field and freed the time for a productive activity. However, as we were to find out this was not the agenda.

In retrospect that first afternoon was, I believe, a constructive one. It was to be the only one. We were even assigned "homework" which we too soon learned was simply "busy work". Our creative efforts were to be ignored. This was simply "filler" to keep us busy/quiet until we were able to hear "The Word". We were not, going to be able to chart our own destiny as we had been led to believe. It was not to be a journey we were to make alone.

Approximately one hour after leaving the meeting on that first day, I was summoned by a fellow committee member who had just met with a member from the Health Education Advisory Committee (HEAC). The HEAC had that very afternoon been given "The Word" that the HECAC was to get the next day. The gist of The Word was that two courses titled "Life Transitions 20 & 30" <u>had been approved</u> by and <u>would be developed</u> jointly by the Home Economics, Health, and

Career and Personal Development Committees (Saskatchewan Education, December, 1991).

The HEAC was not the first committee however, to get "The Word". We were to learn that these course proposals had been presented to the Educational Policy and Planning Advisory Committee (EPPAC) on December 2, 1991. I assume that EPPAC received the same documentation. And "The Word" was:

> Saskatchewan Education has received requests from three curriculum advisory committees (career and personal development, health education, and home economics) concerning the development and/or revamping of courses at the secondary level. The current secondary home economics program is made up of eight 50-hour modular units of study, one of which is family life education. There has not been a provincially developed senior secondary health curriculum where a modular unit of family life education, such as one offered by the home economics department, could be made available to students. A key issue needs to be resolved under the present separate course structure is that of the responsibility for family life education, currently the most popular module offered by the home economics department. (Saskatchewan Education, December, 1991, p.1)

It also became apparent that the initial development was under way. A team was in place and a writer had been assigned to the project.

Fortunately our committee had the advantage of being forewarned and were able to have a quick breakfast strategy meeting. The minutes state: "Heated discussion between the advisory committee members and Dr. Hosking followed his presentation on 'Life Transitions'. Committee members expressed their disappointment at the perceived delay in being informed of the 'Life Transitions' proposal" (Saskatchewan Education, 1991 p.6).

After Dr. Hosking's retreat the committee members asked the Saskatchewan Education personnel to take an extended coffee break while they had a short in-camera session. When the full-meeting was reconvened the points of consensus were discussed. Point a) was the intention to write a letter to the Minister of Education expressing the concern of the committee. This was met with a great deal of resistance "...--- suggested it would be a better idea to send it to the Deputy Minister, or to Dr. Hosking, or to him" (HECAC minutes December 4-5, 1991, p.7) [note: The letter was sent.]

The remainder of the first meeting centred not around home economics curriculum but around the Life Transitions courses.

I don't believe one even has to be considered cynical when I state that it appears that the HECAC was only resurrected to give the impression that this committee was supportive of the proposed new "Life Transitions" courses. This has been the focus of subsequent meetings and if there is nothing to discuss on

this issue meetings are cancelled. On Monday March 8, I received a letter stating:

> Please be advised that the meeting of the Home economics Curriculum Advisory Committee (HECAC), originally scheduled for March 11 and 12, 1993, has been postponed to a latter date.
>
> Because of additional duties with the Wellness 10 curriculum...[the writer] has been unable to complete any additional units for the Life Transitions 20/30 project. It is our intent to involve the HECAC members in discussions around the Life Transitions project during the next meeting. At that time it will be possible to clarify plans for the HECAC activities for next year. (Personal communication, February 26, 1993)

When it comes to being recognized in Saskatchewan Education's widely distributed publications the contributions of home economics is not even recognized. In the Update Bulletin on Core Curriculum: Health Education, Physical Education, Career Guidance (Saskatchewan Education, January 1993, P.1) under the heading "Life Transitions 20 and 30" we read:

> Life Transitions, an elective for grade 11 and 12 students, draws from three disciplines: Family Studies, Health Education, and Student and Career Development. The integration of these three programs:
>
> * eliminates considerable overlap; and,
> * creates a high profile course that will be attractive to many students.

Considerable overlap ?? Where ?? The Health curriculum ends at grade 9. There is a Wellness 10 being piloted and is being revised, which is an "integration" of health and physical education. No Wellness 20 is planned. Student and Career Development courses - overlap with family life? Our assigned Saskatchewan Education personnel were asked why the HEAC had been allowed to take any responsibility for family life education when it has been a part of home economics for years. The minutes reflect the response:

> In 1987 a "shake up" in the department left very little corporate memory. There was no one who had a comprehensive view of what was available from each area of study. Therefore, Health was unaware of the Family Study area of Home Economics, when they presented their paper. (Saskatchewan Education 1992, p.7)

Creates a high profile course? How? On the back of the Home Economics Family Life 30 course which Saskatchewan Education has recognized as a popular course? Why totally redo what is already done and appears to be doing well?

What is the future of home economics education in our schools?

Answers to these questions are not forthcoming. It is always someone else's responsibility; someone else has made or has to make the decision; someone else is responsible. And they, these someone else's, do not have names. Somewhere in Saskatchewan Education there lurks a "WHOSIT" who is responsible for what goes on and who delivers "The Word". When we find this "WHOSIT" there may be answers.

The HECAC chair, Karen Schmidt-Henderson (also one of two HECAC members on the Life Transitions Committee) has been informed that "everything is on hold". Work has stopped on the Life transitions courses and the pilot of the Life Transitions courses has been postponed at least until January 1994 (personal communication, March 10, 1993). It appears that little is happening anywhere in Saskatchewan Education, with everything on hold pending the upcoming provincial budget. No dates have been set for future meetings of either the Life Transitions Committee or the HECAC.

Now even the WHOSIT is paralysed.

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An Ideal of The Person Educated in Home Economics: What Do We Value?

Jane Thomas, Vancouver School Board
Gale Smith, University of British Columbia

The past decade in Canada has seen considerable discussion regarding future directions for home economics education (e.g., see Peterat, 1984; Proceedings of a Canadian Symposium, 1991). This discussion has generally centered on issues related to the conceptualization of home economics in school curricula, the perceived overlap of home economics content with other school subjects and the elective or compulsory status of home economics education in school programs (e.g., Peterat, 1989). Such discussion seems to be initiated when home economics has been under threat in either post-secondary or public school settings.

Recently, economic restraint and changing educational philosophy have contributed once again to apprehension about the place of home economics education in the public school curriculum, and some home economics educators have begun to explore opportunities for affiliating with current vocational or career education initiatives (e.g., see Paris, 1989). However, such investigations may be problematic, for in the concern for survival, the unique philosophical perspective of the field is often ignored. In particular, little attention is devoted to considering what it means to be educated in home economics and the specific educational ideals to which the field aspires. This is an important consideration, for it is presumably such ideals which guide program development and influence curricular decision-making (Peterat & McLean, 1982).

In this paper, we examine educational ideals in home economics, and extend Brown's (1980) conception of home economics education as a foundation for explicating an ideal of the person educated in this subject. To create a context for discussion, we begin with a brief overview of the notion of the educated person in relation to educational ideals. We then review Brown's (1980) analysis of home economics education, and identify the dispositions and attributes of a person educated in home economics that are implicit in Brown's conception. We suggest that this ideal requires further explication and extension in light of current educational research and writing, and argue that it reflects a conception of home economics as general education for all students. We conclude with a discussion of implications for practice and possibilities for further deliberation.

Educational Ideals and The Educated Person

All educational endeavours embody values. The subject matter of programs, for example, represents value judgments about what knowledge is of most worth and of how such knowledge should be used. Similarly, the goals of educational programs reflect certain valued ends, and implicit in these ends are particular views of the kind of people students should become and of the kind of society in which they should live (e.g., Eisner, 1985; Giroux & Simon, 1989). Indeed, Peters (1967) argued that one's conception of education is ultimately based on an "ideal" of the person who is educated. According to Peters, such an individual will possess certain traits and dispositions which are developed through the process of education. It is reasonable to assume, therefore, that some ideal of the educated person is present either implicitly or explicitly in programs which are educational in their intent.

Increasingly, contemporary curriculum reforms in North America explicitly acknowledge the importance of educational ideals. In some cases, a vision of the person who is to be educated is used as a foundation for program development. For example, British Columbia's Year 2000 curriculum framework described the program in terms of "the educated citizen", and identified specific characteristics of this educational ideal as part of the educational mandate for the province (B.C. Ministry of Education, 1990). While all curricular areas ultimately contribute to the development of an educated person in general, specific subject areas potentially make unique contributions to this ideal. In some cases, specific subject areas have articulated the attributes that should be developed in the individual who has been educated in the subject. The National Association for Sport and Physical Education, for example, recently developed a definition of "the physically educated person" which is intended to facilitate the assessment of curricular outcomes and the development of programs (Willis, 1992).

In home economics, the notion of educational ideals has received limited attention (Peterat & McLean, 1982). To some extent, this is not surprising, given conflicting perceptions about the aims and purposes of the field in general (e.g. Brown, 1985; East, 1980). However, as Peterat and McLean (1982) pointed out, consideration of an educational ideal in home economics programs would alleviate concerns that the field tends to "react to societal trends and pressures" (p.186) rather than acting on the basis of rationality and reflection. Brown's (1980) conception of home economics education provides a useful starting point for examining educational ideals in home economics. While we recognize that Brown's conception is not necessarily well understood or accepted by all within the profession, it is the only carefully reasoned and critical account which addresses the notion of what it means to be educated in this field of study.

Explicating an Ideal of the Person Educated in Home Economics

Brown's Conception of Home Economics Education

Brown (1980) integrated Brown and Paolucci's (1979) definition of home economics and Peters' (1967) analysis of the concept of education to develop a conception of home economics education. In the first part of her analysis, Brown outlined the central features of home economics as described by Brown and Paolucci (1979). She reiterated the ultimate purposes (i.e., the mission) of home economics as enabling "individuals and families to build and maintain systems of action leading to individual self-formation, and to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them" (Brown & Paolucci, 1979, p.23). She outlined the field's central emphasis on the practical problems of individuals and families in their everyday lives, and on the functions of families in meeting the needs of their members for food, shelter, clothing and nurturance (see also Arcus, et al., 1991). Three systems of action were identified as the basis for solving such problems: instrumental action, communicative action and emancipatory action. Brown noted that these problems of individuals and families are not practical in a utilitarian sense, but are concerned with taking action in situations for which reflective decision-making or practical reasoning is required. The knowledge brought to bear in resolving such problems is interdisciplinary and broad in scope.

Brown then linked this conception of home economics with Peters' (1967) description of the concept of education. According to Peters, education is concerned with the development of knowledge (having beliefs which are justified by good reasons and evidence) and understanding (having the ability to explain, to reason, and to arrive at conclusions on the basis of adequate and accurate evidence). The learner is therefore considered to be autonomous and to have the capacity for rational action and independent judgment. The purpose of education (as opposed to other undertakings such as training or indoctrination) is therefore to enable learners to act on the basis of reason. Using this conception of education in conjunction with Brown and Paolucci's (1979) definition of home economics, Brown conceptualized the central features of home economics education.

She indicated that the field is centrally 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". According to Brown, as an educational endeavour home economics seeks "less to solve specific immediate problems [of the family] . . . than to develop the capacities of students (1) to define problems of the family in historical-social context and (2) to participate in enlightened and reflective solutions to those problems" (p.104). Home economics education emphasizes the development of "conceptual systems [knowledge] which transform the individual's way of viewing the family and its relation to society" (p.104). Brown argued that "with greater communicative competence regarding the family, with mature moral consciousness, and with realizing adequate interpretations of one's own feelings and motivations, the individual is both (1) wiser and happier in his/her own family life and (2) more capable of interacting with others in behalf of well-being of the family and of social evolution toward a free society" (p.104). Problem solving, critical thinking and communication thus appear to be important elements of the concept of home economics education as outlined by Brown (Thomas & Arcus, 1991).

Brown's Ideal of the Person Educated in Home Economics

Although Brown carefully developed a detailed conception of home economics education, she did not actually articulate or lay out the specific dispositions and attributes of the person who has been educated. An analysis of Brown's conception, however, suggests that a person who has been educated in home economics is one who:

1) Has a breadth of perspective vis a vis conditions and problems of the family. The person who has been educated in home economics understands the significance of the family in society (i.e., its role in fostering human development and its potential contribution to the social, economic and political well-being of society) and recognizes that there are many family realities with variations of similar problems.

2) Able to define the perennial practical problems of the family within a socio-historical context. The educated person recognizes that families do not exist within a vacuum, but are influenced by society and by social conditions. The educated person also understands that the perennial problems of families are "context bound", that is, rooted in and influenced by personal goals, values and beliefs, and the specific characteristics of individual family environments.

3) Has developed knowledge and understanding of the perennial practical problems of the family (e.g., provision of food, shelter, lasting nurturing relationships and clothing; decisions about parenthood; the impact of the world of work on family life), and is able to draw on the knowledge base of home economics in resolving these problems.

4) Uses the three systems of action in reflective decision-making and problem solving and understands that all three systems of action should be brought to bear on problems of the family, and that each system enables viewing these problems from different perspectives. These human action systems not only facilitate survival of families, but they may also assist in improving the social and economic conditions of the family. For example, instrumental systems include the knowledge of "how to" and the development of skills for providing physical necessities; communicative systems include the shared or inferred meanings, values, beliefs and attitudes that are required for human interaction and which underlie reflective decision-making; and emancipatory systems enable individuals and families to move beyond coping or reacting to social, economic or political pressures, and to exert control over their own lives.

5) Has developed a moral consciousness vis a vis families and the conditions of families. The educated person expresses genuine concern for families and their well-being and acts on behalf of others. Moreover, such a person resolves practical problems through making judgments which are morally defensible.

6) Has developed the ability to communicate and can function more effectively in family relationships. The educated person values interpersonal relationships, and through home economics, is able to enhance the relationships in which he or she is involved.

7) Advocates for the well-being of all families in a just society. The person who has been educated in home economics does not blindly accept the status quo, but engages in social critique and questions the taken-for granted assumptions which impact on the well-being of individuals and families.

Figure 1 (column 1) outlines Brown's ideal.

Extending Brown's Ideal

In many ways, the process of conceptual clarification that Brown initiated in 1980 was a "practical problem", as such problems are often quests for what ought to be. One feature of practical problems, however, is that they reoccur over time and are "not immune to rational criticism and change in light of further experience and reflection" (Coombs, 1986, p.29). During the past decade, educational writing and research suggest that the philosophical foundations upon which Brown's work is based may be limited, and that in view of these developments, a re-examination of Brown's work is required. Because Brown drew extensively on Peters' (1967) conception of education in developing her conception of home economics education, we will begin our re-examination of Brown by considering Martin's (1981) critique of Peters.

Martin (1981) identified several limitations of Peters' (1967) conception of education and the ideal of the educated person. She argued that Peters' conception of education is theoretical and abstract, with little application to everyday life. She stated that "[this] educated person is an ivory tower person: one who can reason but has no desire to solve real problems in the real world" (p.206). As well, she indicated that Peters' educated person is individualistic and detached from the world, one who "will have knowledge about others but will not have been taught to care about their welfare...[who] will have some understanding of society but will not have been taught to feel its injustices or even to be concerned about its fate" (p.206). Finally, Martin criticized Peters' ideal as patriarchal, that is, based on the values of the public or productive sphere, which has

traditionally been dominated by males. She suggested that such an ideal does not include or account for reproductive processes in the private sphere. Thus she argued, "unless we reject the institutions of private marriage, home, family, and children and drop responsibility for carrying on the reproductive processes of society out of our lives, we must reject education ideals and theories which take no account of the tasks and traits associated with these processes" (Martin, 1984, p.347).

However, the extent to which these limitations are evident in Brown's conception is unclear. For example, although not stated as such, Brown appears to have characterized the field in terms of everyday life, moral caring and the values of the private sphere, which Martin claims are lacking in Peters' conception of education. Brown's use of "practical" to describe the type of problems appropriate for study in home economics illustrates this point. According to Reid (1979), unlike theoretical problems (which are abstract, hypothetical and academic), practical problems require action and are therefore not detached from the realities of daily life. Moreover, practical problems may be classified as either procedural or uncertain. While procedural problems require instrumental action (i.e., "how to"), uncertain practical problems may require other sorts of action. This latter type of practical problem may be resolved on the basis of either prudential reasoning (involving individual wants, needs or goals and require communicative action) or moral/practical reasoning (involving caring for others, honesty and concern for social justice and requiring emancipative action). Brown's concern for moral consciousness implies both moral caring and moral reasoning, but it is not certain whether she embraced the feminist notion of "an ethic of caring" (associated with moral reasoning in women and involving emotion and relation) or the patriarchal notion of "an ethic of justice" (associated with moral reasoning in men and involving rationality) (Noddings, 1984; see also Gilligan, 1982). Finally, Brown used the notion of practical problems specifically in relation to the home and family, suggesting that home economics education is essentially concerned with "reproductive processes" and "the private sphere" (Martin, 1981).

At the same time, Brown's conception may reflect a somewhat patriarchal bias. For example, Brown used the terms "autonomy" and "rationality" throughout her description of what it means to be educated and, according to some feminist writers (e.g., Belenky et al., 1986; Thompson, 1992), such language has patriarchal connotations. As Belenky et al. (1986) pointed out, the notion of autonomy implies self as separate from others, and suggests the likelihood of "fragmented knowing." In contrast, they described "connected knowledge" which assumes self in relationship and includes consideration of the consequences of one's choices on the lives of others and the feminine values of caring, concern, connection and community. Similarly, Thompson (1992) critiqued the patriarchal notion of rationality and suggested that practical problems require "analogical" methods, which result in action which may be less rational but which is still reasonable (p.140).

Similarly, the work of some critical theorists (e.g, Apple & Taxel, 1987) suggests that Brown may not have attended well to issues related to inclusion, that is, gender, race, class and sexual orientation. Although she frequently stated that a person who is educated in home economics ought to be able to identify forms of dogmatism and oppression, she does not specify what these might be. This suggests that there is a need to characterize the person who is educated in home economics as one who can identify racism, sexism, classism, homophobia and other forms of exclusion. Moreover, the increased recognition of the world as a global society has contributed to considerable writing about the need for a global perspective as a part of educational ideals. While Brown does not use the terms "global perspective", Smith (1990) argued that it is in fact implied in her conception of home economics education.

The preceding suggests that Brown's conception may be extended and that the person who is educated in home economics is also one who:

1) Has a global perspective vis a vis everyday life and the family. The person who has been educated in home economics has knowledge of global conditions affecting the family, including: universal cultural values and practices of families; global interconnections related to family life; present concerns of the family; origins and past patterns of family life; and alternatives and future directions for everyday living in families. The educated person has both the disposition and ability to use deliberation, dialogue and practical reasoning to expand our range of common moral understandings and commitment in working to build a world moral community (Coombs, 1988; Case, 1991).

2) Able to define problems of the family, including those resulting from biases and inequities such as sexism, racism, classism, homophobia and other forms of structural violence. The person who is educated in home economics is prepared to address both technical and uncertain practical problems (Reid, 1979).

3) Has "connected knowledge" (Belenky et al., 1986) and the ability to recognize relationships vis a vis everyday life in families.

4) Endorses the use of all three systems of action as essential in addressing the practical problems of the family. The person who is educated in home economics uses practical reasoning to resolve the uncertain (moral) problems of families as they are encountered in everyday life.

5) Has developed an "ethic of caring" which includes concern, commitment, nurturance and a sense of community.

6) Listens to and knows that there are a variety of voices and perspectives within families and among families, and includes those that are marginalized and excluded.

7) Advocates for the well-being of all families in a global society.

Figure 1 (column 2) outlines the extension of Brown's ideal to encompass these additional attributes of the person who is educated in home economics.

Conclusions and Implications

In this paper we have examined the notion of educational ideals in home economics. Brown's (1980) conception of home economics education was analyzed to identify the implicit dispositions and attributes of an ideal of the person educated in home economics. Recent educational research and writing were used to extend Brown and to delineate additional characteristics, thereby creating a more contemporary ideal.

In accepting Brown's conception of home economics education and the implicit educational ideal, we have also accepted Brown's view that home economics is a general education rather than vocational education. This is an important consideration when discussing educational ideals, for as we noted at the beginning of the paper, there is currently some debate about whether home economics should affiliate with contemporary career or vocational education initiatives. It is likely that this debate has its origins in the emergence of the field. In the early years of home economics education, vocational

purposes were emphasized, where the term "vocation" was used to encompass both the public and the private realms of peoples' lives (e.g., Rury, 1984; Sutherland, 1976). Over time, however, as more women enter the paid workforce, and as more males undertake what has traditionally been considered to be "women's work" in the home, the conception of homemaking as a vocation has altered. It is reasonable to assume that, today, the work conducted in homes and families is viewed less as a vocation (i.e., an occupation, career or profession), and more as a function of individual and family life.

Brown's rejection of home economics education as vocational education was based in part on the difficulty in comparing the two endeavours, as a carefully reasoned account of the latter was not available at that time. A cursory review of literature suggests that such an account is still non-existent (Copa & Bentley, 1992). However, Brown argued that home economics and vocational education have inherently different purposes, processes and content. She stated that "to define life in the family as an occupation...narrows the conception of the family to being nothing more than a center of production processes...[and ignores] the family as a center of communicative action and of emancipative activity" (p.131). If general education is viewed as educating the whole person (e.g., see Brown, 1977), then home economics education has considerable potential for fulfilling general educational purposes and not exclusively vocational educational purposes. In this regard, its unique concern for addressing the challenges of everyday life in the private sphere is particularly relevant. As Thompson (1992) pointed out, home economics is essentially a "basic education...[in that]...it is basic to human survival and to surviving humanly" (p.183).

Articulation of an ideal of the person educated in home economics suggests a number of implications for the field. For example, a discussion of educational ideals speaks to the broad question of educational purposes, or what Perrone (1991) refers to as the "guiding principles that inform our [educational] practices" (p.1). When considering an ideal of the person who is educated in home economics, therefore, we are really considering what it is that we most want students in home economics to know, to understand and ultimately to become. Such considerations are significant, for they constitute the philosophical foundation upon which programs are rationalized and conceptualized (e.g., Peterat & McLean, 1982). If we are clear about our educational ideals in developing our programs, then it is more likely that the philosophical and conceptual integrity of the field will be strengthened. Indeed, as Peterat (1991) pointed out "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" (p.6).

Ideals can also serve as a lens with which to examine both our programs and our practices, and the extent to which they are educationally relevant to home economics. Related to this is the extent to which as a profession we are content to continue to adhere to conventional wisdom or unquestioned traditions in home economics education. As Thomas and Arcus (1991) queried "Why is the best scholarly work in the field not being utilized to a greater extent at the practitioner/developer level?" (p.136).

Finally, articulating an ideal of the person who is educated in home economics creates possibilities for dialogue and discussion. We present this ideal as a beginning, and as an opportunity to consider "What do we value?" For if we are not clear about what we value, then the values of others may be imposed upon us, and it is entirely possible that we may lose our claim on the school curriculum.

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THE PERSON EDUCATED IN HOME ECONOMICS

BROWN'S IDEAL	EXTENSION
Is one who	
. . . has a breadth of perspective vis a vis conditions and problems of the family	. . . has a global perspective vis a vis conditions and problems of the family
. . . able to define perennial practical problems of the family within a social-historical context	. . . able to define problems of the family including those resulting from biases and inequities such as sexism, racism, classism, homophobia and other forms of structural violence
. . . has knowledge and understanding of the perennial practical problems of the family (e.g., provision of food, shelter, clothing; decisions about parenthood, the need for lasting nurturing relationships)	. . . has "connected knowledge" (Belenky et al., 1986) and the ability to recognize relationships vis a vis everyday life in families
. . . uses the three systems of action in reflective decision-making and problem solving • instrumental/technical - knowledge of "how to"; provision of physical necessities • communicative - shared or inferred meanings, values, beliefs, attitudes • emancipatory - exerting control over one's life rather than coping or reacting - possibilities for social change	. . . endorses the use of all three systems of action as essential in addressing the practical problems of the family
. . . has developed a moral consciousness	. . . has developed an "ethic of caring" which includes concern, commitment, nurturance and sense of community
. . . has developed the ability to communicate and can function more effectively in family relationships	. . . listens to and knows that there are a variety of voices and perspectives within families and among families
. . . advocates for the well-being of all families in a just society	. . . advocates for the well-being of all families in a global society

Figure 1

The Role of CHEA in Strengthening Home Economics/Family Studies Education in Canada

Barbara A. Cousens, Past President and Ruth E. Berry, President
Canadian Home Economics Association

Introduction

This paper will consider issues inherent in the symbiotic role between the Canadian Home Economics Association (CHEA), which is the national professional association for home economists in Canada, and the professional teachers working in the home economics and family studies field. Consideration will be given to such issues as the role of the professional practice group of Home Economists in Education (HEIE), which is a section of CHEA, as well as the present linkage of provincial teachers' associations with CHEA. It will review some of the lobbying strategies which provincial teachers' associations have made on behalf of the retention of home economics/family studies programs in school divisions and suggest some political routes for further lobbying.

The intention of the authors is that this paper will encourage dialogue in order to strengthen the existing relationship between teachers and CHEA, to exchange information beneficial to teachers in the provincial setting, and formulate plans and establish vehicles for enhancing the ability of CHEA to better service the needs of educators, and in turn, better accomplish CHEA's mission of improving the quality of life for individuals and families.

The Symbiotic Roles

The dictionary definition of symbiotic as "a permanent union between organisms each of which depends for its existence on the other" (Oxford Concise Dictionary) is an apt description that applies to the roles of the home economics professional association, CHEA, and the home economics/family studies provincial teachers' associations. In many ways, they are dependent on one another.

CHEA depends on home economics/family studies teachers for the training and motivation of potential members. Teachers are community role models, who educate and encourage students in their career choices. They also research and maintain the academic integrity of the profession in the public school system and interact in national and international forums to maintain and expand the subject matter and pedagogical methodology in home economics.

Teachers, as one of the largest membership groups of CHEA, can utilize the ability of the national association to provide professional updating for members; maintain professional standards; sustain a base for exchange and interchange of information, ideas and concerns of its members as well as foster interactions between classroom, university and practicing professional home economists; and lobby at the national and provincial levels.

The Canadian Home Economics Association

CHEA is a collection of individuals who share a common educational base, which is an undergraduate degree in a specific area of study, and a common mission, which is *to strengthen the home economics profession and to actively promote improved quality of life for individuals and families in Canada and the developing world.*

The current membership of CHEA is about 2900 members, over half of whom classify themselves in the category of "Education". This categorization is misleading however, as this group is not made up entirely of teachers in the public school system. It includes university and college teachers, adult educators, supervisors and administrators, students, and home economists who work in educational roles for their employers. A common belief among CHEA members is that all those who delineate "Education" as their professional practice group are teachers, and often programming does not reflect the needs of all who register in this category.

Historically, provincial home economics/family studies teachers' associations have been linked with CHEA through the "affiliated group" status. In 1990, the members of CHEA voted to accept federation of the professional association. CHEA became a federation of provincial home economics associations and affiliation was no longer an option for the teachers' groups.

The CHEA Board meeting of January, 1991 yields the following description: "Teachers' associations are unique because not all members of these associations could become members of the federation; many do not have the qualifications for federation membership. Provincial home economics/family studies teachers' associations will pay a fee to associate with the federation. The fee will be based on provincial membership. The fee will not confer any individual rights or privileges to members. It is hoped that all teachers' associations will continue to encourage membership in the federation" (CHEA Board minutes, 1991). Currently six provincial teachers' associations are associated representing about 2000 classroom teachers.

The fee paid entitles the teachers' associations to one copy of the CHEJournal, one copy of "Rapport" (the newsletter insert), several copies of conference information, and allows the use of the terms "in association with the Canadian Home Economics Association" on letterhead and brochures. CHEA holds the fees paid by teachers' associations in a separate account and the funds are available for HEIE projects. These funds are available for use in lobbying, newsletters, printing materials or for the preparation of a position paper. The authors, and CHEA, would be grateful for any feedback on the present structure of this relationship.

Support and Services from CHEA

The method of the provision of interchange and exchange of information is through the many vehicles provided through the resources of CHEA. Some of these are outlined below.

1. CHEA Conference: The annual conference, held in various cities in Canada, provides the opportunity for professionals to update knowledge through information sessions and research presentations, as well as to interact with home economists from across the country. At this time, HEIE meets to discuss issues and topics of specific interest to teachers. The 1993 conference, "Families in Motion" will be held in Windsor from July 11 - 14, with the 1994 conference focussing on International Year of the Family scheduled in Quebec City in early July.

2. CHEJournal: This well respected vehicle for both refereed and reviewed articles was cited 385 times in papers presented for the Canadian Symposium I. Currently in Volume 43, the CHEJournal is indexed in the Canadian Periodical Index, Public Affairs Information Service, Canadian Education Index, Nutrition Abstracts and Reviews, Inventory of Marriage and Family Literature, Bibliographic Index of Health Education Periodicals, Current Index to Journals in Education, and World Textile Abstracts. It is also microfilmed by U.S. and Canadian firms.

3. Position Papers: CHEA and its committees produce position papers on areas of concern. These are used as a base for lobbying and influencing public policy. The Proceedings for Canadian Symposium I refer to the 1985 position paper entitled "Home economics/family studies education in Canadian schools" at least 12 times. These papers are obviously of importance to educators, and more should be produced.

4. Provincial Linkages: CHEA links with the provinces and territories through the Regional Directors who, with the Executive and the Journal editor, make up the Board of Directors. The Board meets twice yearly, in January and at the July conference, to direct policy for the national association. Regional directors provide contact with the university programs in provinces, and to the branch associations where they exist.

5. Lobbying: The national association has not had a high public profile in lobbying for change in policies affecting individuals and families. Through the resolutions process at the annual general meeting, through committee work, and in coalition with other organizations, CHEA has taken an active role in working behind the scenes for positive change.

6. Resource materials: Although there are many of these, a few are deserving of mention because they represent new initiatives and are of special interest to teachers. These are:

Healthy Home Cooking is a CHEA sponsored cookbook which will be available summer, 1993. This timely teaching reference contains over 150 easy, low-fat recipes, and represents the first publication to include the new Canada Food Guide to Healthy Eating. Edited by two CHEA members, this cookbook promises to be an effective teaching tool as well as a means for revenue generation with profits shared between the provincial and national associations.

Global Education Teaching Resources is an annotated list of CHEA's international development education resources developed for home economists and teachers who want to incorporate global concerns into their school, work, or association programs. Most of the teaching aids are available on loan from the CHEA national office. Records show that these materials are widely used by teachers in Canada. Recognizing that home economics educators had the greatest potential within the profession to influence the knowledge, attitudes and

behaviour of most Canadians, a key strategy was to increase the understanding of development and enable them to incorporate Third World problems and issues into their programs. Over the past few years, the effects of the CHEA Development Education program have been significant. Several provinces now have components of development education in school programs, and curriculum initiatives have resulted at the university level.

Focus on Home Economics/Human Ecology, produced at the University of Alberta, is an informative booklet for those planning a career or university education in this field. The CHEA Foundation made funds available to purchase this resource for universities and provinces/territories to use.

7. International Development: The association has been funded by the Canadian International Development Agency (CIDA) to operate partnership programs with professionals in developing countries. Several of these projects have involved educators in producing textbooks, learning packages and implementing educational programs to benefit the poorest of the population. Over twenty of these "twinning" relationships currently exist.

As is evident, there is much for home economics/family studies teachers to gain by an active participation in CHEA. An association is only as strong as its membership, and although some teachers are not eligible for CHEA membership, and membership in their provincial and branch associations, many more are. The minimal association fee paid by these individuals through the affiliation of their teachers' association, is not enough to support CHEA. Those who are eligible for membership are needed to make the full commitment of individual membership in CHEA.

Lobbying for Change

Teachers' associations were asked for information on the lobbying strategies which they had used on behalf of the retention of home economics/family studies programs. Responses were received from four provinces. It was hoped that results could be compiled to analyze the effective and less effective methods currently being used in Canada. An overview of concerns expressed from the replies were: where and how present courses would fit in with proposed curriculum/program changes; university restructuring; inaccurate information contained in "Choices", a computer program used by many high school students to obtain career advice; and the change of name for the school programs.

Effective strategies being used included components such as the following:

1. Training teachers to prepare them to be spokespersons on the issues in their own regions. They then could train colleagues to present a unified front on issues facing their programs.

2. Careful delineation of strategies and systemized teaching of methods to be used by teachers in the field.

3. Setting priorities so that vital, viable programs are targeted for proactive work, especially in areas where cuts seem likely.

4. Development of a clear mission, goals, time lines and continual evaluation of progress.

5. Constant positive feedback and encouragement to members. Each member is an important resource in the school and with the school board during times of change, and they need to be supported and complimented.

6. Working closely with provincial home economics associations has been helpful so that all members of the profession are consulted for their expertise, and developing strength in numbers. Joint presentations with associations representing dietitians, teachers, and home economists have been persuasive in some situations.

7. Identifying and using individual members with high visibility and clout.

8. Keeping positive and persistent--don't give up!

Less effective methods mentioned were the following:

1. The overuse of letter writing and letters sent after the target date. These lose credibility and do not indicate that the issue has your highest priority.

2. Avoid the use of individual speakers, and letters from those associations or persons with vested interests as these are often seen as self-serving and are not influential.

A Lobbying Strategy

Although lobbying seems like a somewhat distasteful activity to many of us, it is a part of our daily personal and professional lives. Influencing decisions, whether they are made by our lawmakers, or our students, involves the use of negotiating skills to achieve our own agenda. Many times we do not consciously acknowledge the fact that we are lobbying, as may be noted in this paper which involves a plea for closer interaction between teachers and CHEA. Outlined below are suggestions which may be incorporated into an effective lobbying strategy.

1. Determine the needs and agenda of the agent to lobby. Whether this is a school board, an association, a university president or other individual, put yourself in their place. As stated at Symposium I, we often become self-centered and believe that our history, goals and aspirations, problems and challenges are so unique that any understanding of our situation must come from within our ranks. Verna Lefebvre disputes this view, stating that social and political forces are the reasons school subjects are implemented (Lefebvre, 1991).

The political and social forces today that are affecting our school system decision makers are expenditure controls, forced by provincial departments of education as a result of the decreased ability to increase taxation in a depressed economy. There is also an increased concern with adult functional illiteracy, multi-cultural components, and environmental issues. There is an

increased emphasis on accountability through standardization, examinations and other methods. It is a time for innovation!

2. Be honest and candid in establishing the object to be lobbied for. It is important to consider the relevance of the curriculum for the 1990's and beyond. As a profession, we need to be more critical of what we are doing. Parents and communities are not going to support the stance that home economics education holds the answers to the pressing problems of family violence, food security, and teenage pregnancy when articles in local newspapers and media promote traditional answers to stereotypical problems.

3. Use the language of the readers to make it difficult for them to refuse your request. As the CHEA position paper states, "It (home economics) aspires to increase the resourcefulness of people and help them to live satisfying and quality lives. Home economics/family studies provides young people the opportunity to consider daily living problems frequently *prior to their actual encounter*, and thus develops their responsibility as individuals in society" (CHEA, 1985). Although this may seem abstract, "...cooperation with others in doing a practical project in a time limited situation with limited resources are the same skills that employers are looking for in successful employees at all levels" (SHETA, 1992).

When headlines in 1993 read "Home alone. Elementary children suffer due to lack of nutrition. Young children beaten and locked in cellar. Youth crimes escalate", the educational decision makers ask where we have been for the last 15 years. As educators, we must be cognizant of the changes in society. If children are doing the family shopping and their own cooking in elementary grades, perhaps that is where the practical skills should be taught.

4. Realize that home economics references may not be very familiar to the target audience and that using them in combination with other writers may be more effective. As a critic pointed out, "Compared with many established occupations, home economics has a relatively short history. Unlike other occupations, e.g. politics and Churchill, or medicine and Pasteur, home economics has no folk heroes. Further, it has no well-known intellectual leaders: few outside the profession have ever heard of Ellen Swallow Richards, Beatrice Paolucci or Marjorie Brown, and no home economist has ever won a Nobel or Pulitzer prize" (Lawson, 1993).

5. Use different language for different target groups. A press release requires a different "spin" than the wording sent to government officials. Educators understand educational jargon, while elected school board members react to words stressing accountability, and preventative methods to save tax dollars. A key word in the 1990's is **safety**--in the streets, homes, and in personal relationships. Saskatchewan used the concept effectively when they stated in a brief that "confidence in homemaking skills provides a sense of security as well as safety" (SHETA, 1992).

6. Choose speakers or letter writers who are respected in the target area. Identify home economists who sit on school boards and other bodies and elicit their assistance in choosing the best association spokesperson.

Changes in the Profession

We are in changing times, but each province and each school district moves independently from others. Home economics courses are becoming components of different broad sectors of the school curriculum. Some courses have been made mandatory under a title reflecting career and life management, while others are becoming closely aligned with vocational and industrial education. Still others seem destined to become part of a curriculum component considering the role of the individual in society. University faculties are also undergoing restructuring in many provinces, which affects the preparation of home economics teachers.

Home economists cannot ignore the tide of social and economic events which have brought their field of study to this crucial point. The time of reckoning is here, and the urgency of finding a new direction is driven by survival. If the field of study is to survive, it is home economists who must acknowledge the imperative of change and review the status quo with a view to identifying key areas for maintenance and development, and perhaps, some for elimination.

We are not alone in our fight for recognition and survival. As has been pointed out, "much of what is stood for in home economics is not able to be commodified, i.e. it does not lend itself to exploitation as a commercially viable consumer product or service" (Lawson, 1993). Often our struggle is a direct reflection of society's priorities. Although society places a high value on doctors with their intimate connections with life and death, "teachers ought to enjoy a similar benefit, for people overwhelmingly acknowledge the value of education and most care about children. However, teachers as a group have not gained...because recognition of the importance of education and children is a relatively recent phenomenon, and historically, teachers have not enjoyed any degree of social status" (Osborne, 1992).

Conclusion

There are many challenges in bringing together the professional association for home economists, CHEA, and the teachers of home economics/family studies. In many ways they are together now, but in an organization which is struggling with limited membership dollars to fulfil its mission. If each home economics teacher eligible for membership was an active CHEA member, the professional association would have more resources to accomplish aims which could directly benefit teachers and home economics education in the schools.

The HEIE group is an important part of CHEA, and our challenge is to them as well. A new position paper on education would be beneficial to our lobbying efforts. The most recent paper was distributed in 1985; references need to be updated and the language and emphasis updated for the 1990's. The CHEA conference, the only meeting of HEIE members, could include a broader program of interest to adult educators, professors, supervisors and the like. The CHEJournal is a good vehicle for the dissemination of papers such as those presented at this meeting, so it is hoped that many will be submitted there. Lastly, HEIE could collect and make available a current survey of provincial curricula in home economics/family studies.

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The authors thank those provinces who responded to their requests for information, namely Alberta, Saskatchewan, Ontario and Newfoundland.

Home Economics --
An Important Part of a Student's Education

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on behalf of the
Saskatchewan Home Economics Teachers' Association

Preamble

In the spring of 1992, the Saskatchewan Department of Education decided to establish a High School Review Advisory Committee. Their responsibility was to determine the needs of high school education in Saskatchewan. They would receive briefs and presentations from interested groups and make recommendations to Saskatchewan Education.

Following a Saskatchewan Home Economics Teachers' Association Executive meeting in May, 1992, a group of teachers in Regina were asked to prepare a brief on behalf of Home Economics. We worked furiously and had it ready by June 1992 (as we were asked to). This brief was submitted to the Saskatchewan Teachers' Federation. We expected it would then go the review committee. In fact, this brief along with several others would be used by the Saskatchewan Teachers' Federation to prepare a submission to the committee. The concern now is that some of our meaning or intent may be lost in the rewriting or rewording, and certainly in the reduction of information.

To set the background a little better - during the 1980's Saskatchewan Education implemented "Directions". Part of "Directions" indicated that although there was to be a core of studies completed by students in Saskatchewan, 30% of a course could be locally developed or interest content to provide for more meaningful learning for the students.

To graduate with a Division IV (grades 10, 11, 12) diploma, students would now need a minimum of 24 credits (instead of the 21 credits required at the time), with a stipulation on the areas in which these may be obtained. It was recommended and in essence this is still the policy, that of the 24 credits, a minimum of 2 had to be from the practical and applied arts area. Practical and applied arts is a broad field which includes cosmetology, industrial arts, home economics, computers, etc.

Today there is a vocal group that says we need to go back to "basics", the 3 R's. School boards are finding themselves financially strapped and so some of the first courses, or classes to be dropped are ones such as home economics. It is expensive to equip and run labs and of course because there is no longer a College of Home Economics in Saskatchewan, teaching home economics likely is not important. Some perceive home economics to be an extra. Not all Home Economics 30 classes are accepted as university entrance credits, therefore it is not important. The Department of Education has also entered the picture by saying there is too much overlap in content, so what can be eliminated?

At present the Department suggested route seems to be:

- developing a new course that will tie three areas into one, to be called Life Transitions 20 and 30. Content will come from the disciplines of career education, health, and family studies. The projected date for piloting this course, still in the writing stage, is September 1993, with implementation set for September 1994. A premise is that with a name change more students will take the class.
- suggested elimination of all other home economics courses, with the possibility perhaps of offering some middle years home arts.
- to keep "Core" as it is and get more information via the review committee.

To date nothing has been cast in stone except Life Transitions.

This all led to the following brief. In addition to our brief I am including a summary of a brief presented March 3, 1993 by the Association of Saskatchewan Home Economists, to the High School Review Advisory Committee.

Home Economics Is...

Earning a living and day to day living are both very practical matters. Home economics is a practical subject that helps students to learn, in class, concepts that they will use when they leave school and go on to further their education, or as most do, go directly into the job market.

Studies reveal that only about 30% of high school students go on to university, and of that about 50% actually go on to completion. A small percentage go on for further training to technical institutes, but approximately 70% go straight into the work force. (Star Phoenix, April 30, 1992)

Home economics is the one subject in a student's day that helps to apply the skills of decision making, problem solving, and analyzing in the context of relationships, family, food, nutrition, clothing, shelter, and finance -- all day to day concerns. Students learn how to apply these skills to realistic daily living situations. For example, calculating the cost of credit, or cost comparison of ready made garments to constructing your own, or figuring out the quantity of paint or wallpaper needed for redecorating.

Management and organizational skills are an integral part of the home economics course. Time and work management, as well as co-operation, are essential for students working in a lab group situation. The results are immediate in achieving success, partial success, or failure, and there are opportunities for improvement the next time around. In addition, co-operation with others in doing a practical project in a time limited situation, with limited resources, are the same skills that employers are looking for in successful employees at all levels.

Home economics classes provide an opportunity to learn social skills in a supervised setting such as serving their guest a meal that they prepared in the foods lab, working in a co-operative situation on an environmental project in interior design, or lending a helping hand in the clothing lab.

The home economics classes provide a low stress setting for students because they allow them the freedom to move around and associate in a positive way. The teacher and student can interact in a relaxed atmosphere. There is ample opportunity for students to help others and develop their self-esteem through very visible and tangible successes. These classes add enthusiasm and interest and encourage students to remain in school.

Home economics provides the individual student with an opportunity to be creative, and to express and learn about themselves and succeed on an individual basis as no other subject can. For example, a junior student can take the basic swing project and add their own creative design ideas to complete a unique project which they can show off to family and friends.

Among the findings of the nation wide school dropout situation survey conducted for Employment and Immigration in September, 1991, was the fact that approximately 3 in 5 respondents (60%) felt that "our education system places too much emphasis on developing skills that are not useful." (Government of Canada, Minister of State and Youth, Education, December 1991). The classroom dropout rate for home economics students is very low because students do find information relevant in these classes.

A May 12, 1992 Regina Leader Post article stated, "Canada simply cannot sustain a continued national dropout rate around 30%. It will have a staggering impact on our economic future." Home economics classes are helping to keep many students in school because of the relevance of the content and the skills developed.

Many children today have become "latch-key kids" because of the necessity of both parents working. Statistics show that only about 16% of mothers remain at home with their children. It is a reality of our society that many double income families and single parent families do not have the time to teach their children many of the necessary life skills. Many children are alone for a large portion of their time out of school. Many have the additional responsibility of looking after younger siblings. Some are already parents themselves. Confidence in home making skills provides a sense of security as well as safety. Children need to know how to be independent in terms of food preparation, nutrition, clothing, housing, and finances. Home economics teaches them these skills.

Schooling must be made relevant in the ways it helps students to make sense of the world and the means we have to transform it into a safer and more habitable place. It has been stated that "your home is the single most dangerous place in which you find yourself daily." Nearly as many people are injured in their homes as at work and in traffic accidents combined. Most injuries received in the

home are the result of some type of accident (Life Skills, p. 281). Studies done by the Canada Safety Council indicate that 75% of all domestic accidents are preventable. Poor housekeeping methods and careless use of electrical appliances are two of the leading causes of injuries. Home economics teaches the skills that help prevent those accidents, and therefore reduce the demands on the health care system as well as on other social structures.

Family life, family finance and management classes have given the students knowledge which allows them to make more informed choices in their lives. The rate of teen pregnancies is decreasing because students have the knowledge to make informed decisions concerning their sexuality and their lifestyle. These classes also give the student the basic knowledge of how to handle life crisis situations such as divorce, abuse, financial problems, suicide and death.

In home economics classes, students learn the habits and customs of people of other cultures. This knowledge helps them to understand the customs of new Canadians, and to relate to people from different backgrounds.

The information taught in home economics is obviously relevant. Otherwise why would so many other disciplines jump in and use the home economics content, repackage it, and then call it their own?

In the early 1970's the Home Economics 10 curriculum that was developed dealt with decision making and management skills. Later in the 1970's the Social Studies 10 course inserted the identical concepts into their course. Home economics nutrition courses have covered nutrition, food safety and food additives since the 1920's. The 'new' grade 10 science program has a life science unit dealing with "Food Additives and Human Nutrition." The Wellness 10 program has taken a large percentage of its content from various home economics courses. Life transitions, in the planning stages, is to take at least 1/3 of its content from Family Life 30.

The student in a home economics class receives current and relevant information concerning achieving and maintaining physical, social and psychological wellness -- all necessary for healthy and happy living -- the ultimate success in life.

Recommendations

1. The Saskatchewan Home Economics Teachers' Association (S.H.E.T.A.) recommends that home economics courses at all levels be updated.

   Rationale:
   The last revision of Home Economics courses occurred over ten years ago. There have been many changes in technology, family social structure and lifestyles which need to be recognized in the curriculum guides.

2. The S.H.E.T.A. recommends that there be immediate and continued input by the Home Economics Curriculum Committee in the development and implementation of Life Transitions 20 and 30.

Rationale:
Decisions in the Life Transitions 20 and 30 courses have been made to include major sections of the Family Life 30 course, without consultation of the Home Economics curriculum committee.

3. The S.H.E.T.A. recommends the introduction of home economics classes at the beginning of the middle years.

Rationale:

- The student interest and enthusiasm for hands on experience is high at this level. There is much forced self-reliance at this age in the "latch-key kids." Students will learn about safety in the home, how to use their resources in a more economical way and be made more aware of their environment.
- This class could provide students with information about the challenge of adolescence prior to this stage of their life.
- Students could receive relevant information necessary for building life skills before getting caught in the "24 credit crunch" in Division IV where the mathematics and science classes become more important on their resume.
- The introduction of home economics at this level will ensure the constant use of home economics facilities in the schools.

4. The S.H.E.T.A. recommends that the courses at grade 6 to 9 level be 50 - 100 hours.

Rationale:
The relevance and the hands on aspect of home economics makes a 50-100 hour course the length required to give students the time to develop the practical life skills.

5. The S.H.E.T.A. recommends that home economics courses continue to be offered in all three years of Division IV:
Grade 10 - Toward Independent Living
Grade 11 and 12 - half credit or module options

Rationale:

- These classes provide a change of pace for all students.
- The classes provide students who are potential drop-outs with an introduction to essential life skills.
- The non-academic students choose these classes to complete 24 credits.

6. The S.H.E.T.A. recommends all classes be developed as modules. Each class would consist of core modules with additional module options. These options would be chosen to meet the needs of the community.

Rationale:
The ability to combine areas of interest to the senior students in the smaller schools is an important aspect of home economics classes. The flexibility of combining modules such as foods with finance or any other module allows each school, large or small, to meet the needs of their students. We see the enrolment in Division IV declining if the flexibility of choice is limited.

7. The S.H.E.T.A. recommends that the senior classes be retained as 30 level credits to be taken in grade 11 or 12.

Rationale:

- At present the courses are recognized as university entrance credits and we believe they should remain that way.
- They are basic life skills which everyone needs.

8. The S.H.E.T.A. recommends the development of a new home economics course of study in "Parenting".

Rationale:

- Currently students do not receive information on what may be one of the most challenging and rewarding aspects of their adult lives.
- The class would make the students more aware of the responsibilities of parenthood.

9. The S.H.E.T.A. recommends that Saskatchewan Education and school boards examine new alternatives and options in home economics.
a) A specially furnished motor home could become a home economics lab.

Rationale:
A mobile lab would be more economical to furnish than would be a lab at each school. This one mobile lab could be used to serve several schools within a school division. One qualified teacher could easily serve several schools.

b) An optional work experience module could be introduced into the senior (30) level courses.

Rationale:
A work experience option would allow the students the opportunity to apply the concepts learned in the classroom. For example, students could work in a daycare while taking the

Family Life 30 course. Students taking Food and Nutrition 30 could spend time helping in a Food Bank or in a hospital kitchen.

Summary

Home economics is an essential element in a person's complete education. The student learns life long skills which will be used often in the work place as well as at home. The ability for creative expression is learned in all home economics classes. A students' self esteem is increased in many ways by the varied opportunities provided to succeed at individual and group projects. Home economics is a basic subject which is a necessity for the present and the future.

Summary - ASHE Brief - March 3, 1993

Members of the Association of Saskatchewan Home Economists work in business and government, usually in direct contact with people. This first-hand experience of the economic, technological, social and cultural changes affecting Saskatchewan individuals and families has convinced us that the life skills taught in home economics are needed by families forced to adjust quickly to such change.

Like much of society, education has emphasized the public domain and ignored the private domain of the home, the caring side of human actions. That is exemplified by the decisions which favour academic subjects and accommodate the 30% of high school students who go to university, while ignoring the needs, abilities and values of the other 70% and of those who drop out.

Quality education must link, and value, private and public domains, and students must be taught the practical knowledge and skills to cope with their changing world. Directions spoke of "the need to extend the concept of what is basic to include additional skills necessary for existence in a complex, pluralistic society." Home economics has always emphasized those skills, and home economics teachers have long been incorporating what are now known as Common Essential Learnings. Science, for example, ceases to be theoretical when it explains food preparation procedures which students actually use.

In home economics, students identify their goals, see how to meet them, and assess their achievement, a total package not always possible in other subjects. Students who find school difficult find encouraging success in the practicalities of home economics, and students returning after dropping out often start with it because it offers them what they realize they need -- practical life skills. It stresses co-operation and flexibility, and is flexible itself because it is taught in modules which can be arranged to reflect student needs, teacher strengths and community expectations.

The Association of Saskatchewan Home Economists recommends the continuation, extension and strengthening of home economics programs for Saskatchewan students. It calls for special programs to prepare teachers of home economics and other practical and applied arts, and urges that only those with this training be permitted to teach those classes.

Current Home Economics Courses

Grade 11 and 12 – 8 half classes

- Food and Its Preparation 30
  - selection, care and preparation of all food groups
- Food and Nutrition 30
  - nutrition for all stages of life
  - foods of different cultures
- Clothing and the Person 30
  - sociology and psychology of clothing
  - intermediate clothing construction
- Clothing and Fashion 30
  - history of fashion; the fashion industry
  - advanced clothing construction
- Interior Design 30
  - design principles applied to the interior of a home
  - home furnishings
  - conservation of resources
- Housing 30
  - home construction; home purchasing
- Family Finance 30
  - financial aspects at all stages of the life cycle
- Family Life 30
  - learning about self and relationships through all stages of the life cycle

Grade 10 - Toward Independent Living

- decision making
- resource management; time management
- application of these principles to all areas of foods, clothing, housing, and relationships

Grade 9 - Clothing

- design principles and elements
- clothing care; buymanship
- basic sewing techniques

Grad 8 - Foods

- food buymanship
- basic food preparation
- nutrition

Many schools combine areas of the grade 8 and 9 courses and offer them together with areas of industrial arts and call the program Home Arts. Classes are co-educational.

Brief To The University Program Review Panel

Sharon Baker
Kipling, Saskatchewan

The Association of Saskatchewan Home Economists welcomes the opportunity provided by the University Program Review Panel to share in the important task of examining the academic and professional needs of this province and its citizens, and determining how university programs fit into this provincial perspective.

Our association has 91 members, most of whom work in a wide variety of jobs in Saskatchewan business and government, usually in direct contact with the public. Most are graduates of the University of Saskatchewan. The province's 200 home economics teachers are affiliated with ASHE through the Saskatchewan Home Economics Teachers' Association, a special subject council of the Saskatchewan Teachers' Association; most of them, too, are graduates of Saskatchewan's universities.

These links with our universities make us particularly interested in the work of the University Review Panel and its responsibility for recommending future directions of the two universities in a province that has changed dramatically in the last few decades, and continues to change even as we write.

The change has come on every front: economic, technological, social, cultural. We will examine the effects of that all-encompassing change on Saskatchewan people, especially Saskatchewan families. We will argue that Saskatchewan's universities could do more to help people deal with change, and propose a way for them to do so.

Economic change: Saskatchewan people have always faced economic challenges, but in the last few years those challenges have multiplied. Farmers have faced a myriad of problems and their economic difficulties have touched towns and cities. The long recession has increased the unemployment lists, and cut the incomes of many still employed, so that many jobs no longer pay enough to sustain a basic standard of living. Two incomes are needed to keep many families above the poverty level, and the family with two wage-earners is now the norm. The dollar does not buy as much. Provincial and federal governments face heavy debtloads, and municipal governments are eliminating programs and services.

These are public situations, but their effects hit home in the privacy of the family. To cope, families must restructure just as the provincial economy, businesses, industries and governments are restructuring. In families, however, it happens silently and almost invisibly, and it can be painful.

Technological change: It is a truism to talk about the incredible pace of technological change as we march toward the 21st century. But it is not always understood that such change -- from smokestack industries to high-tech specialties and information which doubles and quadruples at astounding rates -- affects people and families in unexpected ways. Today we use more ready-made foods, we place more reliance on chemicals, we use computerized equipment, we are influenced by the mass media; all of these affect the cohesiveness and intrinsic power of the family.

As Ursula Franklin explained in her discussion of 'The Real World of Technology' in 1989 CBC Massey Lecture Series, "Manufacturers and promoters always stress the liberating attributes of a new technology, regardless of the specific technology in question." But, she went on, "If one doesn't watch the introduction of new technologies and particularly watch the infrastructures that emerge, promises of liberation through technology can become a ticket to enslavement." When

one thing changes, she explained, all things change. The family cannot slow down this pace of change, but must learn to cope, adapt, accept and use it wisely, in a pro-active manner .

Social change. Our society continues to demonstrate that a growing number of individuals and families cannot function at a basic level. One of the major reasons for this is poverty. Speaking to the Canadian Home Economics Association annual meeting in Saskatoon in July, 1992, Kinsey B. Green of Oregon State University described poverty as "the largest single deterrent to a family's ability to function in strength, to contribute in positive ways to the development of individuals in the family, and to make substantive contributions to the welfare of the community."

More families are having to contend with family violence and deviant actions. Support groups are a growth industry, since there is so much need for so many of them. The numbers of single parents, school dropouts and young people who have not been taught basic lifeskills continue to increase. In fact, the young are in danger of becoming lifeskills-illiterate. They know they have not found a satisfying lifestyle; they need to be able to identify their resources and capitalize on them.

Cultural change. Saskatchewan is re-creating itself culturally. Aboriginal people are being welcomed as participants in the province's society, and immigrants from countries across the world are blending into life here. We revere the culture handed down from our pioneer grandparents, but we are becoming more knowledgeable and appreciative of other cultures and more willing to intertwine languages, custom, fashion, music and foods into a strong and vibrant new hybrid.

Saskatchewan people have always had a global perspective because wheat, our main product, went out from our farms to feed the world. That same global perspective ensures that we are aware of the challenges here at home and around the world in the areas of nutrition, food production, food preparation, housing, equity, population control, care of the aged and those with inabilities.

All of these changes challenge the traditional family or its modern variations to restructure and adjust, and put pressure on it to do so quickly. The strength of the family is crucial to the strength of society. "If we lose sight of the family as our richest national resource, then our society is weakened," the Vanier Institute says in *Canadian Families*. We need to give the family the support it needs before it is endangered by change and the pressures which accompany that change. Many helping organizations and programs begin their help only after the trouble has started, and so the job is much greater.

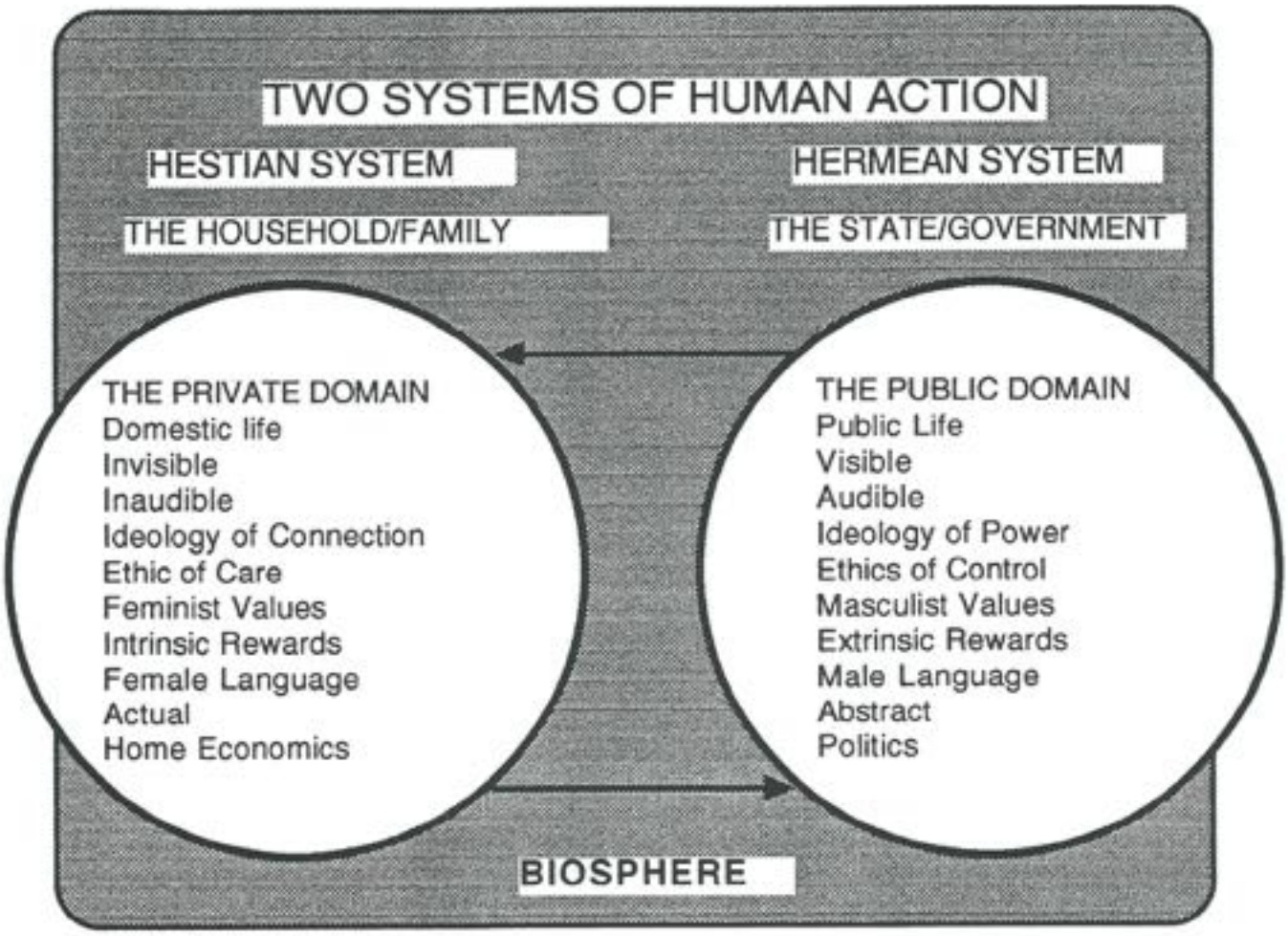
A strong private home domain is essential for a strong business and public domain. In the 1992 Edith Rowles Simpson Lecture at the University of Saskatchewan, Patricia J. Thompson -- who began her schooling in a one-room Saskatchewan school and is now professor of family and consumer studies and women's studies at Lehman College, New York -- explained her analysis of those two domains, each with its unique purpose.

The private Hestian domain (from Hestes, goddess of hearth and home) focuses on the home, invisible, inaudible and the caring maternal side of human actions. The public Hermean domain (from Hermes, god of communication, science and commerce) focuses on the business, public, visible, audible, and patriarchal control side. Though the two domains interact constantly, economic, technological, social and cultural changes are part of the domination of society's Hermean side, and its decision-makers devalue the things of the Hestian side, which include the family and nature. Our society cannot afford this.

To interject from the presentation made to government, "The issues pertaining to the family do not receive the attention they deserve in the over all scheme of things. The family is the foundation on

which the rest of our lives are built and yet it is taken for granted or overlooked. Home Economics is the only area of study whose main focus is the well being of the family unit.

The following diagram explains the system as Patricia Thompson describes it.



This model of Human Action, as she calls it helps to explain why the family is under valued, Home Economics education is ignored and society suffers the consequences. It provides a clear explanation and background for our concern.

In this model there are two domains of human action, each with a unique purpose. One is the domain of human necessity. It came first. It is primal. It's the domain of everyday life in which people meet the need for food, shelter, clothing, human relationships and human development. It is a personal, private domain. It is characterized by care and connection. It is where we all started our day today.

This domain contrasts with the domain of public action, where we are now, in which behavior is dominated by group processes in the public sphere. Public life is characterized by heirarchy and control. One domain is private and invisible. It is absolutely essential for individual and species survival. The other domain is public and visible. Its activities are secondary to survival and its primary purpose is to control people and resources. Both domains are grounded in the biosphere or physical natural world in which all of us exist.

In classical Greek thought, the private world was under the protection of Hestia, goddess of the hearth and home, hence the name Hestian sphere. By contrast the public world was under the control of Hermes, the god of public spaces, and transactions in the commercial/political system, thus the Hermean sphere. Hermes is also the god of thieves, but I wasn't sure if I should mention that .

The two systems are in constant interaction; ideally they exist in a balance brought about by a mutual respect and exchange. People should be able to move freely back and forth between them. They are not meant to be a female world and a male world, but two aspects of the human world in which we all live.

As stated before a person's basic needs -- identified by Abraham Maslow as food, clothing, and shelter-- need to be met before that person can start on the road to self-actualization. As Thompson says in her book, *Home economics and feminism*, "We cannot consistently focus on the public Hermean domain with its power, bureaucracy, dollars, cents and profits at the expense of the private Hestian domain with its human values and commonplace concerns."

The mission of home economics, Kinsey B. Green told the Canadian Home Economics Association annual meeting, "is the empowerment of families to function interdependently, and the empowerment of individuals to perform family functions". Home economists "have been in the vanguard of those who recognize the way social change will impact on households, women and families," Patricia J. Thompson agreed in her Edith Rowles Simpson Lecture. They work to create a world of connection.

For the most part, programs at Saskatchewan's universities have missed an opportunity to connect with the family and meet its particular needs. Appropriately in this agricultural province, the University of Saskatchewan has always made agriculture a high priority and has made a name for itself for its research in such areas as food production, seed and animal development, development of value-added food products, nutrition, toxicology. All of these developments are in the area of academic knowledge that nourishes the business domain. Little of that knowledge finds its way to the consumer who would benefit from it.

There are areas of academic knowledge that would nourish the family domain and that nourishment is needed as much as the vital work done in the business domain. Universities need to recognize that they have an important role to play in helping people and families deal with the speed at which knowledge is increasing, and with the effects of change. They need to find a way to convert the results of research into practical knowledge for the consumer. Programs are needed to produce

graduates with the ability to share academic knowledge with the average consumer and to help people and families understand, appreciate and use the latest knowledge and technology.

There are many jobs in Saskatchewan for people with these capabilities, and there will be more as families face up to the need to adjust to the rapid restructuring of our society. There are already employment opportunities in the consumer/family/resource areas even though there are no university programs focusing on this area or they are spotted haphazardly in various colleges. There are not enough trained people to fill these jobs. For example:

* Each Saturday during May and early June of last year, there were advertisements in the Saskatoon *Star Phoenix* for four or five home economics teachers. Follow-up discussions revealed that many of the teachers hired to fill these positions were untrained in some important aspects of the home economics program. Candidates reported that they were told during the job interviews that their knowledge and skills in consumer and family issues were high, but that their peripheral course in foods and their lack of clothing construction experience would be a handicap in teaching home economics. These are the two basic components of home economics that are most valued by high school students.

* Consumer/food educators are employed with such provincial companies as SaskPower, the Saskatchewan Wheat Pool, Saskatchewan Dairy Producers, Federated Co-operatives, Food Focus and the various producer orgainzations. These people show the consumer how to effectively use changing resources to respond to their food, clothing and housing needs. The universities no longer provide the academic background necessary for this work, thus missing an opportunity to provide a program which closely links their graduates to the people of this province.

* Family finance counsellors are employed by banks, trust companies and social agencies responding to the need to help with this, from people specializing in money management from a family perspective rather than a business perspective. In 1991, 1,607 Saskatchewan families filed for consumer bankruptcy (farms excluded). The new Bankruptcy Act makes financial counselling mandatory when consumer bankruptcy is declared. Unfortunately, no people are being trained in family financial counselling.

Our universities are not producing people with these skills.

Home economics remains a popular and important subject in Saskatchewan high schools, reflecting students' desire for the practical lifeskills it provides and their reluctance to limit themselves to purely academic courses. Unfortunately, the University of Saskatchewan College of Education has not received adequate support for its home economics teacher education program.

When the College of Home Economics was closed, the College of Education was asked to prepare a proposal for a home economics teacher education program. Its proposal was accepted by the university. That proposal depended on a minimum of three faculty members for implementation; the university transferred one faculty member to the College of Education but has not filled the other two positions.

The Dean of Education is firmly committed to this program and hoped to link it to health, wellness, and life transition programs, and aboriginal teacher programs. The university's inadequate financial commitment to staffing the program has forced the Dean to try to squeeze funds for it from the college's budget, to curtail registration in first-year classes, and then to reintroduce first-year registration. The resulting uncertainty has led to frustration and confusion in the educ ation field and has had a negative effect on the home economics program in elementary and secondary schools.

The Association of Saskatchewan Home Economists believes that the facts outlined here -- the

often-abrupt change that is reshaping this province, the struggle of families to cope with that change in the midst of their struggle for basic economic survival, the shortage of the kind of trained assistance that could help them cope, demonstrated by the demands on the time of the few people working in this area -- point to an opportunity for Saskatchewan's universities. From the beginning, those universities have reached out to the people of this province to ensure them the help they needed, showing what could happen when academe linked hands with the public. That link has been enormously effective and important in the fields of agriculture and business, but the individuals and families who make up that agriculture and business also need attention from their universities.

Therefore, the Association of Saskatchewan Home Economists and the Saskatchewan Home Economics Teachers' Association recommend to the University Programs Review Panel:

1. Reaffirmation of the universities' commitment to training home economics teachers, through the prompt appointment of a minimum of three faculty to the home economics teacher educ ation program that prepare people to teach all aspects of the provincial home economics curriculum.

2. Establishment of a university-level program which will produce graduates trained to help Saskatchewan families address their basic needs for food, clothing and shelter in an era of rapid change, and help them develop the related consumer and management skills that empower families to sustain themselves meaningfully through such change.

2a. This family-centred program should include:
   - (i) academic research transposed into practical knowledge for the consumer
   - (ii) family economic/resource management
   - (iii) interaction and dynamics of family relationships
   - (iv) development of the skills of family functioning, such as clothing making, food preparation and nutrition.

We thank you for this opportunity to make our recommendations to your panel, and look forward to the outcome of your work.

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Family Studies as Technology Education *

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I thank my colleagues from last evening for setting the stage for some of my remarks this morning - - especially Jane and Gale about identifying what it is we want to happen in our classrooms. First of all I'd like to make it very clear that I am representing The Peel Board of Education, which is just outside of Toronto. What I have to say does not necessarily reflect what is happening in the province or in other school boards in my area. It's something we have done within Peel under the direction of my Superintendent and in collaboration with many of my other colleagues within the Instruction Department.

When we talk about technology and the rapid changes in society, some of the central concerns are the "fallout" from these realities and the needed "tools" for survival. For those of you who are unfamiliar with RSI, it means the more you type, the more your arms hurt, the more your fingers hurt, the more your back hurts, the more your shoulder hurts, the more your eyes strain, and therefore you can't type and get your work done. Therefore, the more time you are away from the office. Isn't technology wonderful? We do need survival tools and skills.

I hope that I won't upset people as I've done in the past with some of the things I have to say about how we are tailoring curriculum in my school board using the fundamental basic philosophy of Home Economics and/or Family Studies. What I do and how I do it, and ultimately how I implement it is all part of a larger plan developed by the Government of Ontario, my local school board, and my superintendent in consultation with other members of my department, other superintendents in the field, and with teachers in the classrooms. We have developed this program through a long series of negotiation and collaboration over a period of close to five years. What I'm saying is I don't work alone and I don't work in isolation.

What we have done in Family Studies and Technology has been influenced by some current and past readings. The last speaker spoke of Ursala Franklin's lecture series *The Real World of Technology*. It certainly has influenced how we think and how we work. Neil Postman's book *Technopoly* also has influenced some of the work we have done. Nuala Beck's *Shifting Gears: Surviving the Nineties* is something we have thought about in terms of the skills needed in the next century. *Inventing Our Future: An Action Plan for Canada's Prosperity* also has things to say about what we are doing in Peel. Some of my colleagues have been very much influenced by the national curriculum in Great Britain in Technology, and the Home Economics part of that curriculum.

In Ontario, there has been government initiative funding for Technology Education and the upgrading of technology in the schools. Neither the Liberal nor the current NDP government defined technology, so our responsibility in school boards was to decide what a technology project would be and what the technology should look like. Now, The Peel Board of Education interpreted it one way, others in the province have interpreted it differently.

Some of the things that concerned my Superintendent and my school board trustees was the fact some school boards in Ontario were eliminating Family Studies programs in elementary schools due to time constraints, funding, and what they perceived as a non-essential frill. Someone has already said this morning that if you are a female you could

* This paper is transcribed from the audiotaped presentation.

probably teach this in your home and kids could learn it. At this point in time, my school board was not interested in eliminating Family Studies because they value Family Studies. So when I left about a week ago, Family Studies in grades seven and eight was still in place but the budget debate continues and will until the end of April. Who knows what will happen in the end?

One of the problems that influenced us to deliver Family Studies in a different way was the bussing of students great distances to a centre where a Family Studies room existed. If you consider that in Peel there are 173 elementary schools and of those schools only 38 have Family Studies facilities, it means that bussing around in order to accomodate students in elementary schools is absolutely phenomenal, and a scheduling nightmare. In reality it might mean that you ride on a bus 40 minutes in order to have 60 minutes of class, in order to ride back 40 minutes on a bus in order to have the rest of your subjects. Now you know what students are like when they are 11, 12, 13, and 14. Riding on a bus is fun and games. When students arrive in your class for Family Studies, you spend 20 minutes sorting out whatever happened on the bus before you can get to teaching, and then you needed to inform the home school of the incident(s). This means you discipline by fax machine or telephone calls -- an absolute nightmare! So one of the things I had to solve along with my colleague in Design and Technology was how to deliver a program that was meaningful, on site, and eliminate the bussing... or possibly eliminate the program(s).

Now, you in the west, will laugh when I talk about winter or snow. But the northern part of my county is very hilly and very icy. It has the favourite of all driving conditions in winter -- fog. So, the first place we started with this particular project was in the north part of the county, which I will call Caledon to identify it. What was actually happening was that students were getting the equivalent of 12 times in the Family Studies classroom in a year. And we are talking about maybe 50 minutes of meaningful class time within those 12 sessions. There was a perception that with the need for ESL, violence prevention, literacy, and so on, that there was a serious lack of time for frills such as Family Studies and Design and Technology.

What was really key in this project was that we didn't have any preconceived ideas of what it would look like at the end. We didn't want each school to have carbon-copy, cookie-cutter programs. We wanted to take very good teachers, some of whom have background in the subject, and some who did not. And that's how the principals and superintendent assigned teachers to our project. Some are Family Studies educators and some are not. And for my colleague in Design and Technology, he felt the same way. Not all the teachers in his project had Design and Technology qualifications. They were assigned by the superintendent and principals as being good teachers. What does this look like? At Symposium I in Winnipeg, I left two articles, one called "Science is Cooking Here", and the other called "Technology in The Family Studies Classroom". These articles described the pilot project . The pilot involved two teachers and two schools. We're talking four years ago when we wrote that article. Those two teachers and those two schools use the basis of Family Studies curriculum to develop the program. At the same time, my colleague Bob Corney, the Design and Technology coordinator was using two schools and two teachers to develop a program from the Design and Technology base. We're talking about primary/junior elementary schools with no formalized facility. Now we have in 1993, eighteen schools, and a lead teacher assigned in each school. This means the lead teacher has release time above and beyond their classroom duties to oversee the technology and to monitor the development and expansion of the program. We call our project Explorations and Applications. It begins as early as grade one and continues through the primary junior division to the end of grade eight. In Peel the school buildings we have are all very different, because Peel was an amalgamation of five school boards. Prior to 1967 when amalgamation occurred, some school boards built schools that were K - 8, some

school boards built schools for K - 5, some built schools that were grades 6-7-8 and 9, some were grades 6-7-8. So we have a conglomeration of structures all looking different. Some school boards were richer than others, so some have a little more jazzy extra space than others. Now we are one school board with different school and student needs.

In the Caledon project, we have five schools, five teachers and one resource teacher (assigned as of last September) to move the Family Studies and Design and Technology project from bussing around the county to the specialized facilities over icy roads, through fog, to the home school. How much is this going to cost? Are we going to set up Design and Technology facilities as they have always looked? Are we going to set up Family Studies facilities as they have always looked? We didn't start that way. We said what is it that is important for students to learn about the technology of the home and daily life? Based on that -- What is the outcome that you want for students? What is the technology that we need to put into the room in order to achieve that? And when we put this in, what activities will we see students do that will let us know that they are using the technology within the context of Family Studies?

Let me tell you about one room in a school called Aloha that is in the north part of Peel County, at the top of a very high icy hill that is a nightmare in winter. There is this grungy storeroom the principal shows us that has had things stored in it for a long time. Who knows what's behind some of this stuff. But we said, "We'll take it". The teacher said, "Oh, dear, what will we do? Is there any paint? I can't work in this". So, it ended up the teacher painted the room in the summer. We got two computers. We got them hooked up to the main system so the students can be on the Chimo network. Bob found a distributor of the Leggo Robotics who put in a system for the students to work with. I talked to a manufacturer of sewing equipment that we had long and successful luck with in Peel. We talked to Elna Canada about what would happen, and would they like to lend us some computerized equipment on a trial basis to see what would happen. We got some small kitchen equipment, some hand tools, a small microwave/convection for the classroom(s). But we didn't place it all there at once. We put it in the rooms in bits and pieces.

One of the things that John, the teacher, and the students noticed when working in the Aloha room was a noise factor because the ceiling of this room was metal. Probably for safety reasons and fire regulations at the time the school was built about 40 years ago, a metal ceiling was considered the state of the art. So one of the projects the students worked on was how to buffer sound. There are many ways this can be done. But one of the creative ways, and what happened in that room is the students made quilted swags to hang from the ceiling using the technology of the sewing equipment. Now, it's different than what we've done in the past. Noise buffering ties with the science curriculum at that particular grade level in our province. And it provided a creative expression for the students who worked on the five panels. They look quite delightful hanging there. They'll not hang permanently. Perhaps next year the students will think of a different way to solve this problem.

When the new Canada Food Guide came out, the teacher said "My goodness, it looks like we will need less fat in our diet. I wonder if we tried different recipes with lower fat, how they would taste?" So, there has been some experimentation going on in this particular way. Another example of the changes in delivery model.

Let me show you this -- another example from another school. This came in the mail to my office just before I left to come out here. The letter says "Dear Shirley: I hope this bag is in time for your conference. We had some trouble with the serger. Don't look too closely at our work. The bag was made by Amy, seven years old, grade two. Enjoy the

conference. Sue". One of the things the teachers in this school noticed was that when books went home to be read, somehow they came back all mangled and messy. One of the solutions to solve this problem was to use the technology one would find in our traditional Family Studies classrooms, and to make a book bag and decorate it with different kinds of paints and crayons. Now you can carry your books home so you can read them to your mums and dads.

I know it's different. It's not what we've done in the past. Maybe we shouldn't put computerized sergers in the hands of seven year olds but they're loving it, and it's so much fun to go into those classrooms, they can hardly find me in the office anymore.

Why did we change? Why did we go this route? It was because we needed to find some support for our programs. We needed to have the public understand that we in Family Studies are part of the mainstream of education and we had some special unique qualities of problem-solving and decision making for the practical real world that we live in all the time. Family Studies was getting less and less time in the curriculum all the time because schools needed to do so much more these days. Family Studies needed to find a way to integrate what it was we did with everything else that went on. You can imagine if you had hunks of denim, and you had 20 students in your classroom, somebody would have to figure out how to divide it up and cut it out if you were going to make pilows. This is a very practical, down-to-earth mathematical solution for students in grade two to work on...so you come out even, so they come out relatively the same size. We had alot of support from our superintendents and our trustees, and from principals who were absolutely fed up with disciplining by fax. As one principal said to me in the Caledon project: "I don't care if you like this program or not Shirley, we aren't going back to the other way with bussing. And we will find a way to get the technology we need".

One of the things that sometimes we forget, and I need to be reminded of from time to time is that there's a whole huge resource out there called mummies and daddies. And they work for large corporations or they know people who work for large corporations, and those people can and will provide fund raising activities to supply the computerized equipment to our classrooms. We've been very fortunate that way. We have parent volunteers come in and work in projects like this that they've never seen in the schools before. Principals are thrilled. I 've been pleased with the parental support, I've been pleased with the industry support. There are five teacher federations in Ontario; three that have worked very closely with us in Peel on this particular project. They've offered short courses in the summer. They've put Bob, myself, and the science coordinator who is also part of this project on the speaker circuit in Ontario to talk about this project. And we've been busy.

One final thing I would like to say from *Inventing Our Future,* there is a quote in the front of it, if we paraphrase it, something like this: "[Home economists] must re-capture the pioneering spirit that built us, [our profession], and apply it to the challenges that confront us now. Not merely to survive in the new global economy, but to thrive in it, not to turn from competition, but to engage in it, and not to fear the future, but to invent it." If I could could invent what I'd like to see, I would like a resource centre not a Home Economics facility, not a Design and Technology facility, but a resource centre based on the real world technology in everyone of the schools in Ontario.

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Boys' Participation in Family Management Classes

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Schools have been criticized for reproducing gender inequalities in society. Jane Roland Martin (1981) argues that our current educational system is inequitable in that it provides an education primarly for the productive processess but not the reproductive processes of society. Patricia Thompson (1986) lends support to Martin's position. She considers an equitable education, that is, one that would contribute to gender equity for girls and boys, would include an equal balance of education for the productive and reproductive processes of society. By productive processes Thompson means all the activities that take place outside of family life including economic, political and occupational. The reproductive processes refer to activities that take place within the family such as meal preparation, household management, developent and maintainence of relationships and parenting.

Recent research has focused on female participation in non-traditional occupations and school courses. Studies, have tended to be concerned with female participation in Mathematics and Science (DuBois & Schubert, 1986; and Wienekamp, 1987). Equity, concerned only with women securing acceptance and opportunity in non-traditional occupations and courses, is an insufficient notion of equity for it serves to enhance and value further the already over-valued core courses. Such efforts serve to tip the scales more in favour of schooling for the productive processes of society. This study adopts the view that equity in society will not be achieved until there is equity in the valuing of both human productive and reproductive processes. If schooling is to be equitable and just, it would mean that:

(a) those courses currently focused on productive processes (men's activities and experiences) should be balanced with a focus on women's experiences in these same courses.

(b) an equal amount of time in the school curriculum should be devoted to, and equal value ascribed to, school subjects educating for both the reproductive and productive processes of society for both young women and men.

(c) those courses which focus on the reproductive processes of society need to be balanced by incorporating mens' experiences and viewpoints.

If we are to achieve an equitable education according to the above stand point drawn from arguments by Thompson and Martin, then we must gain knowledge about boys' participation in Home Economics courses so we can better understand the ways in which the subject can become both more

inclusive of boys and a force to achieve equity in school and society. This understanding will enable us:

(a) to incorporate young boys' experiences and interests in our courses.

(b) to modify courses so that they may more effectively contribute to educating for equitable school, home, and family relationships, working towards the larger goal of a gender equitable society.

Family Management is the branch of Home Economics courses in British Columbia school curricula which has the most potential for contributing to gender equity. Boys increasingly participate in the Family Management 11 and 12 courses, although rates of participation vary and boys generally participate less than girls. Recognizing the need for boys to participate equally in Family Management courses, this study investigated the participation of boys in Family Management. It examined enrolled boys reasons for selecting Family Management, non-enrolled boys perceptions of Family Management, boys experiences in Family Management and boys beliefs about the relevance of Family Management to their present and future family lives.

The Study

The setting for this study was a large rapidly growing suburban school district in British Columbia. Data was collected from student interviews, teacher interviews and classroom observations at two school sites. One site (Aldila) had a high participation rate for boys in Family Management, the other site (Ultra) had a low participation rate. A total of twenty-four students were interviewed, ten students from the low participation school and fourteen students from the high participation school. At each school, students who were taking Family Management and those who were not enrolled were interviewed. All boys interviewed in the study were randomly selected.

At both schools the course name Family Management had been changed. At the high participation school the name had been changed to Socialization and Human Behaviour (SHB). At the low participation school the course was called Sociology. Both teachers had changed the name hoping to attract more males into the course. Both teachers used the Family Management curriculum guide for their program. At the high participation school, the writeup for SHB appeared under Social Studies. Here the course was taught by a member of the Social Studies department, with financial responsibility for the course coming under Home Economics. At the low participation school the writeup for Sociology appeared under Home Economics. Sociology was taught by a Home Economics teacher.

Discussion

Factors Influencing Boys' Participation in Family Management Classes

The majority of boys in this study reported that the most important factor in determining their course selection was career and or college preparation. This finding agrees with the findings of other researchers. Pleshek (1988) found career and college preparation were significant factors influencing high school boys' course selection. Malone (1989) found "for most teenagers, planning for the future tends to focus on which school subjects lead to good jobs" (p. 5). The young men in Gaskell's (1992) study (she interviewed high school seniors in 1977) indicated when they were planning for the future, "paid work was their primary focus" (p.84). Three out of four non-enrolled boys at the high participation school indicated career and college requirements had left no room for Family Management in their time table. Pleshek (1988) also found that career and college requirements had similar effects on student timetables-

> Students who signed up for classes for career/ college preparation usually reported that they felt frustrated that their schedule did not allow enough flexibility for them to enroll in classes for personal enjoyment. In their opinion, the list of required courses was too long...(p.76)

Are Home Economics classes seen as courses one takes for personal enjoyment, and not because they might prove useful in the future?

Geen (1989) identified three factors which influenced boys enrollment in Home Economics courses: (1) Parental attitudes, (2) Peer Group Pressure, and (3) Attitudes of members of the school staff (p143).

Parental Attitude

Geen (1989) reported that parents would permit their sons to enroll in Home Economics course; "provided that the choice of Home Economics did not prevent their sons from taking other subjects necessary for entry to their intended career" (p. 146).

In the same study, Geen (1989) distributed a questionnaire to parents to determine their attitudes toward the participation of their sons in senior Home Economics classes. She reported that one quarter of the parents stated; "they would not approve their sons' involvement in classes which concentrated upon the home, the family, child development or textiles" (p.143).

Many of the boys in this study reported discussing course selection with parents, but they also claimed they alone made decisions on course enrollment. Are boys not recognizing the influence of their parents? Perhaps parents are sending their sons subliminal messages on the value

of high school subjects. What are the boys' parents' attitudes toward gender roles in the reproductive processes? Are domestic tasks shared equally in their families?

Mackie (1991) reported that parental attitudes toward gender role division varied according to one's social class. She stated that "working class parents hold more traditional views of gender than do middle class families," and "male and female roles are less sharply differentiated in middle class homes than in working class homes" (p.122). Brenden, a Family Management 11 student at Aldila, expressed a similar viewpoint during his interview. He felt male enrollment in SHB was higher at his school than other schools in the district because he believed the majority of students at his school came from middle class families. Brenden felt students from schools largely made up of working class families would be less likely to select SHB. While the boys at Brenden's school selected SHB, they did not participate in Home Economics. Even these middle class boys were traditional in their course selection. Brenden, was one exception in that he was currently taking a senior Foods and Nutrition course.

Peer Pressure

Geen (1989) stated that peer pressure influenced course selection decisions. Students in her study indicated they discussed course selection with their peers and older siblings. She believed peer pressure (pressure to take the same class as their friends) influenced boys' course selection. In this study boys reported the most frequent reason for selecting Family Management at the high participation school was a recommendation to take the course from a friend. Boys at Aldila and Ultra Secondaries insisted peer pressure did not influence their course selection decision. It appeared however, that peer pressure in the form of approval or recommendation did exist, but boys failed to recognize it. Pleshek (1988) reports: "students stressed that their decisions regarding course selection were made independently even though they admit that they ask others for advice" (p.77).

Attitudes of Members of the School Staff

The teacher at the high participation school (Susan) credited members of the school staff for helping to build a successful program in which boys participated. She spoke favourably of the role the school counsellors played in promoting the course to all students. Geen (1989) reported the attitudes of curiculum planners and counsellors affected boys' enrollment in Home Economics courses at two of the schools in her study. She cited examples where boys were discouraged from taking Home Economics classes by school counsellors. The teacher at the low participation school (Nancy) did not report the same kind of support from school staff that Susan did.

Non-enrolled Boys Perceptions of Home Economics Courses

The non-enrolled boys' perceptions of Home Economics classes were similar to the boys' perceptions of Home Economics in studies by, Geen (1989) and Pleshek (1988). Half of the boys interviewed at the low

enrollment school reported they and their friends didn't take Home Economics courses because the courses were for girls. This group of boys believed their future wives would take care of the reproductive work of families, while they worked in the traditional productive activities of society. Geen (1989) reported ninety percent of the boys she interviewed indicated a reluctance to participate in Home Economics in the upper school, as they believed "certain fields of knowledge were more appropriate to the education of one sex...care and maintenance of the home was manifestly the concern of women" (p.141).

At the high enrollment school, all but three boys reported that Home Economics classes, as girls' classes, no longer existed. These boys indicated that course selection was based on individual interest rather than gender stereotypes. Sixty percent of the boys at Aldila Secondary had no Home Economics experience in junior high school. Despite expressing a less traditional view, only 3 of 14 boys had taken a senior Home Economics class. Two of the three boys were taking a Cafeteria course, which they considered not to be Home Economics. At Aldila, boys' actions and behaviour were not congruent with their more 'liberal' verbal accounts. Why were boys not interested in taking Home Economics classes? Did these boys dismiss the relevance of Home Economics to their lives? Why did these boys continue to make traditional course choices such as Mechanics and Electronics? Have these boy's succumbed to the dominant ideology, even though they perceive such an ideology beginning to breakdown? Were Filipe's perceptions accurate when he told me boys didn't take Home Economics because they were afraid of what their friends and others might say?

Davies (1986) found boys were more likely to enroll in textile courses, if they were offered through the Art department and taught by men. In her 1984-1985 study, she reported that courses in textiles such as Needlework or Needle craft taught by women had 5 out of 1112 boys participating. However, when the Art department offered, Embroidery, Weaving and Batik with a male teacher, the number of boys participating rose to 229. Has the offering of Family Management by the Social Studies department had a similar effect on enrollment as the textile offering by the Art department in Davies (1986)?

Boys' perceptions of Home Economics classes influenced their enrollment decision. The perceptions of Home Economics at Ultra Secondary were similar to boys' perceptions of Home Economics in Pleshek's (1988) study. Despite enjoying their junior high Home Economics experiences Pleshek's boy subjects stated they did not select Home Economics in senior high school because:

(a) they already knew the basics of cooking and sewing
(b) it was common sense, boring, basic knowledge
(c) boys felt they could learn more in other courses
(d) Home Economics classes in senior high contained the same information as Home Economics in junior high.

Boys' Experiences in Family Management

There are a number of similarities between the findings of this study and the findings of other researchers. Similarities are found in the following areas:

- boys' domination of the classroom
- boy's reporting some activities as too personal
- female orientation of curriculum materials and class discussions

Boys' Domination

In this study the block A class at Aldila, with ten boys and twenty girls, had the highest occurence of male domination. This finding was drawn after an examination of interview data and classroom observation. A group of boys in Susan's block A SHB class dominated student-teacher interaction and class discussions. The opposite was found in SHB 12 where there were only two boys in each class. Boys in SHB 12 reported girls dominated class discussions, student-teacher ineraction, and set the pace for the course. It appears the number of males enrolled in the class and their individual personalities has a bearing on the degree of male domination. The larger number of boys in block A affected girls' willingness to participate verbally in class discussions. They became reluctant to participate after boys in the class "gunned them down" when they did express their viewpoint. Eyre (1992) found a similar phenomenon occuring during her observations of a Home Economics 8 class. In a study titled 'The Social Construction of Gender in the Practical Arts' Eyre (1992) observed a co-educational Home Economics classroom during a school year, as a group of twenty-four students proceeded through units in Foods & Nutrition, Clothing and Textiles and Family Management. Eyre reported "girls and most boys were silenced" and when girls did speak out, "those who spoke out .... were corrected, interrupted, made fun of, or drowned out by the dominant boys" (p. 139). Girls in both studies were silenced by the boys. What strategies can a teacher use to minimize or discourage male domination?

Personal Nature of Class Activities

Three boys in this study, and some boys in Eyre (1992) reported some of the class activities they were given, were too personal. In this study, Rajinder, Justin and Steve reported some of the activities they were given, particularly during the self and sexuality unit, were too personal and they did not complete them. Eyre (1992) stated during the Family Management component of Home Economics 8, students were "expected to share their personal experiences in the classroom" (p.135). She reported some of the boys stated a dislike toward this approach as "the activities were too private" (p. 135). Eyre (1992) noted none of the girls in her study appeared to object to these expectations. Are most boys uncomfortable sharing information about their personal lives? Can expectations that all students verbalize and communicate feelings and experiences earlier in their schooling contribute to boys' becoming more comfortable with personal and emotional communications?

Female Orientation of Family Management Curriculum

One of the themes reccurring in this study from interviews with boys was the belief that the curriculum, course materials and class discussions were oriented toward the females in the class. This female orientation was present in all classes, but was more frequently reported in classes with a smaller enrollment of boys. Brad complained that discussions in SHB 12 were one-sided, and dominated by the girls. Brad felt resources, handouts and assignments were girl centered. Brad withdrew his participation, after he made several unsuccessful attempts to change this girl centered focus. Thomas (1990) in her study of Family Life Education in British Columbia reported a female orientation existed in the six classrooms she observed.

> Although there were males present in five of the six classrooms observed, the conversation and concerns of females predominated. In observations this was evident in student - teacher interaction and dialogue, in specific references to the female experience and in some instances of gender bias (p. 222).

Specific examples of female orientation found in this study, which were also mentioned in Thomas (1990) are: female discourse, absence of a male voice, and the stereotyping of boys.

Female Discourse

Brad objected to the length of class time spent doing assignments and class discussions on topics such as marriage and pregnancy. He felt these topics were one sided. Brad frequently felt left out of class discussions.

Brad Alot of times I found I couldn't get into the conversation because they were talking mostly about husbands and this and that.

Thomas (1990) reported in the classes she observed discussions were often one sided with much of the content presented from the female point of view.

Absence of a male voice

In this study a number of boys reported they were reluctant to express their opinions for fear of being "jumped on" or "chewed out". These boys believed the girls would not like the male point of view. Thomas (1990) observed that boys were sometimes "uncomfortable and hesitant to engage in dialogue about the male perspective" (p.225). She described how she observed a girl trying to encourage a boy in the class to express his point of view. The boy was reluctant, and responded to the girls' efforts by saying, "We'll just get killed if we say anything." Thomas believed this lack of a male voice led to male stereotyping. What can the Family Management teacher do to encourage or incorporate mens' or boys' viewpoints?

Stereotyping of Boys

Examples of male stereotyping can be found in both this study and Thomas (1990). Brad described how during class discussions girls frequently provided examples of their boyfriends' behaviour, which then became generalized to all boys. Thomas (1990) reported girls made generalizing statements about boys' behaviour. Male stereotyping occurred in this study and Thomas (1990) when teachers referred to the abuser in sexual assault as he and the victim as she. Filipe, Brendon, Lee and Trevor felt references such as this made all guys look bad. Can topics such as sexual assault be presented from both a girls' and boys' point of view? How can teachers reduce the stereotyping of boys and girls in Family Management courses and foster appreciations of the diversity of girls and boys?

Relevancy of Family Management to Boy's Present and Future Family Roles

Fourteen of twenty-four boys saw Family Management as relevant to their present lives. But, only four of fourteen boys said the course was relevant to their future lives. The boys who saw it as relevant to their present lives, reported they hadn't thought about what their future family roles might be, and therefore they didn't know if Family Management would be relevant. Gaskell (1992) discovered from her interviews with young men, that many had not given much thought to their future roles in families and these boys assumed their future roles would be similar to the roles they saw played in their own families- "It became apparent in the interviews that the young men had not spent a lot of time worrying about the division of family labour...their own households ran along these lines, and they took these patterns for granted" (p.85).

Eyre (1992) found that grade eight boys also held traditional viewpoints. They believed their future wives would take care of such things as "meal preparation and maintenance of clothing" (p. 10). Perhaps the boys in this study have also taken the division of gender roles "for granted" and therefore assume their roles will be the same as their fathers/step fathers. Eyre (1992) believes the power of daily living/experience is greater than experiences students have in the classroom. Gaskell (1992) suggested that boys don't spend as much time thinking about their future roles, because they don't plan to take responsibility for domestic tasks, which allows them to focus on their career. I asked boys in this study if they thought having young children would affect their careers. Eleven out of twenty four boys reported children would not affect their career, six boys said they didn't know, and five boys reported children would affect their career. A Sample of boys' answers follows:

Ray No, because while you're at work, they are at home.

Justin No, I probably wouldn't have that much time for the kids.

Lee Probably not my own particular career. It might affect some people's career who are really struggling to get up there and they can't really take the time out from work to help raise a child, or if they do, expect to get the same position they were in before.

Adam I don't think it would. I see more of it being the other way where your career might affect your children and family.

Trevor It might, but hopefully you could work your job around it.

Dane There would be alot of stress, especially if both parents were working. You would need alot of organization to set things up, plan everything.

Phil Definitely. Sooner or later I want my own business and a kid costs alot of money.

Twenty-one boys in this study thought their wives would work outside the home, and liked the idea because it meant there would be extra money coming in. Mackie (1991) reported the idea of a second pay cheque was welcomed by a number of boys. This viewpoint is different than the one expressed by the boys in Gaskell's study. Boys in Gaskell (1992) reported they would like their wives to stay home and take care of the house. These boys felt they were the major bread winner. Most boys at Aldila and Ultra thought that the idea of a wife working only in the home was outdated. However their attitudes changed if children were born. Sixteen boys believed mothers of preschool children should stay home.

Adam I think it is important for the mom to stay home for a few years with small children. I think that is the role of a parent.

Filipe: For awhile until they are at the school stage, it is good for the mother to stay home with the kids, better than a third party like a babysitter bringing up the kids in a daycare.

Gaskell (1992) and Herzog and Bachman (1982) found similar sex role attitudes regarding preschool children and working mothers. Gaskell (1992) reported boys believed wives should stay home with young children. Herzog and Bachman (1982) state:

> When thinking about being married with no children most seniors (both male and female) consider it desirable or acceptable for the wife to work half-time or full-time outside the home. But if they imagine having one or more pre-school children, their

> preferences for outside work by the wife shift substantially: the most frequently preferred alternative is that the wife not work at all outside the home (p.5).

Herzog and Bachman (1982) reported that boys dismissed the idea of having the husband/father staying home and caring for the children while the wife worked. Only four of twenty-four boys in this study considered the possibility of role reversal. Brad felt if he and his wife reversed roles others would interpret it as if there was something wrong with him. Boys in Gaskell (1992) said husbands/fathers who stayed home to look after their children while their wife worked were "a little wierd" and "strange". Most boys at Ultra and Aldila did not view daycare or babysitters as an alternative . Only three of twenty-four students mentioned daycare as a source of care for children while fathers and mothers worked.

When boys in this study talked about their involvement in child care, it was most often described as a helping role. Boys' descriptions of their involvement included playing games, sports or coaching a team their child played on. None of the boys described the role in terms of feeding, comforting, disciplining, or diapering their children. Lee was the only boy who recognized that child care was not shared equally between the parents. Lee felt fathers should take a more active role.

Lee

> Males should, I don't know how they are going to change but they should change themselves in a way that they take more active participation in their child upbringing as far a actually taking care of the baby, changing it.

Other boys in the study reported their career or job would limit the time they had to spend with their children. In these boys' opinion, the mother was the primary care giver. Losh and Hesselbart (1987) report that fathers take a more active role in child care as the child grows older. This seemed to be the attitude of many of the boys in this study.

Implications for Home Economics Curriculum

Boys' perceptions of Family Management and other Home Economics courses must be addressed during curriculum development. Boys' image of Home Economics will ultimately affect how they act in the course, and their future participation. Can a curriculum that is developed by women meet the interests of boys? Perhaps including men in the writing and development of Home Economics can make the curriculum more interesting to boys. Home Economics curriculum must go beyond the teaching of domestic tasks to boys and address gender stereotypes arising from the dominant ideology. How can Home Economics teachers encourage a valuing of the work done in families, work which has traditionally been unrecognized and performed by women?

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Enhancing Relevancy in an Interdependent World: A Professional Association Initiative to Facilitate Curriculum Change

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Background

Since the late 1980's, CHEA has strived to encourage and assist home economics/family studies teachers to increase the relevancy of their programs by infusing a global perspective into their teaching. The impetus for this came from a growing awareness among those involved in the International Development Program of how the well-being of Canadian and Third World families were inextricably linked to each other through the global economic system and environment. These home economists had come to realize that dealing with local issues of concern to families such as poverty, unemployment and family violence, depended on two things: greater justice and equity between the North and South; and better understanding of cultural influences on values, lifesyles and development. There was also a growing recognition that as consumer educators, home economists had a responsibility to turn around consumption-oriented lifestyles and materialistic values which are draining the world's resources and are linked to hunger and poverty. Achieving this would require nothing less than societal transformation of attitudes and practices.

Recognizing that educators had the greatest potential within the profession to influence the knowledge, attitudes and behavior of the most Canadians, CHEA through its Development Education Program, undertook an evolving program of activities to motivate and support the implementation of global/development education in the classroom. These activities have intertwined the development and acquisition of teaching resource materials with the provision of in-service workshops.

Beginning in 1987, relevant teaching resources from various international development organizations were collected and a loan system established. A unit on the global housing situation was developed for the World Home Economics Day Kit in 1988. Utilizing this kit, workshops were given in four provinces to increase teachers' awareness of the opportunity and responsibility involved in teaching for a global perspective. This led to the preparation of another teaching resource on global clothing manufacture. At the same time, research by Smith (1989) pointed to the need for development of learning activities focussing on critical thinking and enabling teachers to view their curricula in a problematizing and issue-oriented way. During 1989-90 CHEA contracted with Linda Peterat to tackle this task in collaboration with graduate students and teachers in British Columbia. The first year they developed two global education teacher resource files, *Global Issues: Diapering and Global Daily Living Practices: Forms of Clothing*. Another three resource files dealing with food security and work issues were completed the following year. Through this process they also began to define what global education means for home economics.

As teaching materials became more widely disseminated, requests for workshops increased dramatically. Limited financial and human resources made it imperative to develop

leadership from within the association so that this work could become self-sustaining. In the spring of 1990 a "training the trainers" project was initiated. The purpose was to prepare a small group of lead teachers to give workshops and leadership to colleagues in order to facilitate the widespread implementation of global education in home economics/family studies programs. It was piloted in collaboration with OFSHEEA during the 1990-91 school year and subsequently replicated with modifications in Manitoba during 1991-92 and is currently underway in New Brunswick and British Columbia. However, as will be discussed later, the B.C. project is substantially different from the others due to the early involvement of lead teachers in developing home economics global education resources.

The Implementation Model

According to Fullan and Park (1981), and Hord, Rutherford, Huling-Austin and Hall (1987) curriculum implementation is a process not an event. It is not a one-shot workshop or the purchase of a resource file. Furthermore, "because implementation is a socialization and clarification process it follows that interaction and technical assistance are essential". (Fullan et al., 1981, p.23) CHEA's experience with workshops for the 1988 World Home Economics Day Kit corroborated these principles. Therefore, it was decided that the most important feature of the global education implementation model must be the provision for follow-up support to initial training and the opportunity for participants to interact and share their experiences of implementing global education activities and content.

The main components of the model which has evolved over the past three years are:

* identification of key contacts within provincial educational infrastructure
* selection of "trainees" or lead teachers
* 18 to 22 hour orientation and training workshop
* practicum designed and implemented by the trainee
* 8 to 12 hour follow-up reporting and planning workshop
* annual 6 hour update workshop

Identifying Key Contacts

Planning and preparation begins with finding the key contacts within the provincial education infrastructure who are interested in initiating and assisting with a global education leadership development program. The obvious networks or structures for CHEA to utilize are the home economics teacher associations or subject councils. Most of these organizations are affiliated with CHEA and they usually provide professional development opportunities for their members through conferences or in-service workshops. Other contacts which are useful in supporting and planning are the Ministry of Education supervisors and the directors of global education projects of the provincial teachers' federation.

If a provincial organization agrees to co-sponsor a project, it is asked to identify a project coordinator who will work with CHEA staff to plan, manage and carry out the various activities. Decisions are made about how potential participants will be selected, who will serve as resource persons, the best dates and locations for workshops and content of the

program. The provincial global education project and the Canadian International Development Agency (CIDA) are approached to provide financial assistance.

Selection of Trainees or Lead Teachers

The next step is to select 10 to 15 teachers as trainees. They must agree to carry out all project requirements and serve as lead teachers for home economics global education in the province. Identification of potential trainees is done either by advertizing for applicants in the organization's newletter or the project coordinator preparing a short list for special invitation. Establishing satisfactory criteria for selection has been a process of trial and error. Originally it was intended to require that participants have previous experience in international development or knowledge of development problems and issues. However, this proved impractical as there were not enough applicants who met this criterium. Consequently, the primary criteria for selection was changed to demonstrated leadership in the profession and interest in global education. In all cases, participation is voluntary and registrants are required to pay a fee of $100 to $160. When requested, costs of supply teachers are paid by the project so that teachers can be released from the classroom for the workshops.

Orientation and Training Workshop

The third component of the model is an orientation and training workshop early in the school year. This is an 18 to 22 hour workshop held over a two or three day period, usually including one weekend day in order to minimize costs. In New Brunswick, it was possible to hold two training workshops by starting in May of the preceeding school year. If possible, the workshop is held in a retreat setting to enhance the opportunity to develop camaraderie.

This workshop introduces global education theory, issues and teaching strategies. Participants explore and define the concept of global education, develop a rationale and understanding of its fit with the professional mission and curriculum. Print and audio visual resources suitable for the classroom are used to increase awareness and understanding of issues such as food security, exploitation of children and women, gender equity and division of labor, the feminization of poverty, the globalization of the economy and population growth and family planning. CHEA teacher resource files are used as the basis of these issues sessions. Critical thinking teaching strategies are modelled as participants experience teaching activities which raise awareness of problems, promote analysis and lead to action. A session on lesson plan remodelling, helps teachers understand how global education differs from what they are already doing. Time is allowed for individual exploration of the teaching resources from the CHEA library and to begin planning their practicum. Each participant is provided with a set of the resource files and a collection of other readings and activites from a variety of sources.

The primary resource persons are CHEA's Development Education Officer and two teachers from the British Columbia global education network who have had extensive experience in global education. As new leaders emerge from each project, they are recruited to assist with subsequent projects in other provinces. The resource persons work

as a team facilitating sessions and adapting them to participants' needs. When feasible, international students or colleagues from developing countries are involved in giving sessions or contributing informally through discussion.

Practicum

The fourth element of this model is a practicum which is planned, implemented and evaluated by each participant. Teachers are encouraged to work in pairs or with a "mentor" from the local community who has experience in international development or development education. The recommended practicum is a workshop for a minimum of five colleagues and at least 2 1/2 hours long. Practicum requirements are left somewhat flexible as it was recognized that opportunity and readiness would vary with each participant. In addition to giving workshops for colleagues, all participants are expected to incorporate global issues into their own programs and try out activities and materials with their students. Because the New Brunswick project had two training sessions, the first practicum was to remodel two traditional lesson plans and try them with students.

During the practicum period an attempt is made to provide for assistance and encouragement. This is done through a variety of mechanisms. Everyone receives a list of names, addresses and phone numbers of all participants and resource persons. They are encouraged to contact each other, CHEA or other community development education resource centres for ideas, help and resources. Between January and March, the CHEA Development Education Officer telephones as many of the participants as possible, especially those who have not sent practicum reports, to find how everything is proceeding and offer suggestions for any problems that may have arisen. In one province, CHEA mailed a "battery booster" message in January which had been written by each participant to herself during the orientation workshop. Publication of articles about the project in association newsletters is another way of encouraging the trainees.

Reporting and Planning Workshop

The fifth feature of this implementation model is a 1 to 1 1/2 day workshop near the end of the school year for reporting on activities and looking toward the future. Participants share what they've done, learn from each other what's new in global education resources and teaching activities, discuss constraints they encountered and how to deal with them. The group also discusses what they would like to do in the future to continue promoting global education in the province. Content of this workshop depends on feedback to CHEA through the practicum reports and phone calls so that it addresses the concerns and needs of the trainees. If indicated, a session on dealing with controversial issues, such as population growth, is included.

Each teacher who completes project requirements is given an honorarium and certificate of participation. If desired, CHEA sends a letter to her supervisor informing him/her of the teacher's project accomplishments and suggesting she be called upon for future global education in-service activities.

Annual Update Workshop or Teach-In

Groups which have completed the one year project have requested an opportunity to meet annually so they can share new information, stimulate each other and expand their understanding of global issues and teaching strategies. The Ontario group has held two workshops one day in duration and the Manitoba group will meet this May. The annual update has also become a useful strategy for building a home economics global education leadership network as initial participants are encouraged to invite colleagues who have shown interest in practicing and promoting global education to attend.

British Columbia Variation

Although the leadership development program in British Columbia is based on this model, the objectives and content of the workshops are somewhat different. Because the participants began with more knowledge of global education issues and methods, the focus has been to develop outlines for introductory, intermediate and, eventually, advanced level global education in-services. These will be offered on an on-going basis by THESA (Teachers of Home Economics Specialists Association) at annual conferences and professional development events. THESA is giving certificates for completion of each level and setting up a registry to keep track of each teacher's progress. A promotional brochure offering the workshops will be prepared and distributed to B.C. shool districts. Initially, all workshops will be given by the current group of lead teachers. However, as others complete the advanced level in-services, they will also be asked to facilitate workshops. This extension of the implementation model is now being looked at by lead teachers in other provinces as a next step for their update workshops.

Identifying and Resolving Problems

As with the implementation of any educational innovation, there have been problems. Most have stemmed from a lack of clarity about the nature of the innovation, an initial lack of materials and insufficient human and financial resources to provide adequate in-service assistance. Some problems have been defined and worked out, others tackled but needing research. Specific concerns have been: 1) lack of enough potential lead teachers with knowledge of global issues; 2) perception that global education is just a lot of fun activities and games that are a nice, but not necessary, add-on; 3) lead teachers relying on lecture and presentation methods rather than modelling participatory learning and practical reasoning processes; 4) tendency of practicum workshops to focus only on introductory awareness raising activities without moving to problem analysis and action; 5) unintentionally reinforcing stereotypes and a charity mentality; 6) maintaining and expanding the pool of qualified leaders.

One of the first problems encountered was that interested participants not only lacked knowledge and experience teaching global issues, but many also lacked experience in leadership roles. They expressed much uneasiness about how they could establish credibility with colleagues as "leaders" in global education. This problem was partially resolved by selecting participants who were regarded as leaders by their peers. Other teachers who

lacked confidence were encouraged to market themselves not as experts but as learners participating in an initiative authorized by CHEA and their own provincial association. Another effective strategy has been to partner participants with each other to provide a mutual support system.

Problems that were more difficult to define began to surface through examination and reflection on written practicum reports, informal feedback and some practicum observation. In many instances practicum workshops lacked discussion or even instruction as to why global issues were important in home economics. They relied heavily on demonstration or explanation of hands-on activities of immediate practical use to teachers. It appeared that participants rarely engaged in any discussion or analysis of the underlying causes of problems such as hunger. Nor did they examine the values at stake.

This signalled a need to spend far more time in the orientation sessions, modelling critical thinking teaching strategies and reflecting on the concept and rationale for global education. The completion of the first teacher resource files with concrete suggestions for critical thinking activities seems to have helped deal with this problem. By 1992, Smith and Peterat had completed another resource booklet, *Developing Global Development Perspectives for Home Economics Education*, which provided a much needed theoretical framework. Incorporation of activities from this resource, particularly lesson plan re-modelling, has also been of tremendous assistance.

Another concern is whether the model allows sufficient time for an in-depth examination of various global problems and possible solutions. It appears most teachers prefer to use activities that compare cross-cultural daily living practices rather than activities that examine practical problems. The potential pitfall here is that CHEA may be unintentionally creating the "perverse" effect, that is, "reinforcing stereotyped notions, racist beliefs and further alienating the poor, oppressed and isolated". (Smith, 1989, p.1) Discussion of actions that can be taken to solve global problems has sometimes shown the failure of the workshops to transform the charity mentality to one of solidarity and empowerment. This has been alleviated to some extent by involving international students or other community members who have lived in developing countries. In addition, more emphasis is placed on examining global interconnections. Having two training workshops so that more time can be spent on the issues also helped. It is expected the most important solution will be one of providing on-going support and updating opportunities.

Another problem which the B.C. variation on the model is attempting to resolve, has been the perception by many teachers that if they have taken one global education workshop, that's all they need. This attitude is somewhat understandable, given that most professional development events are one-shot workshops and most introductory global education workshops tend to use similar activities. By offering a series of workshops at different levels, teachers are made aware from the beginning that once is not enough. Standardizing workshop content and activity choices will help reduce the chance of unnecessary repetition. It is also anticipated that certification of leaders which the B.C. model incorporates, will provide a longer term solution to another relatively recent problem of attrition and maintaining the pool of leaders.

Successes

Results of the global education leadership program have been extremely encouraging. Lead teachers have stimulated their professional associations and school boards to undertake numerable global education activities, including in-service workshops, newsletter articles, conferences, school-wide programs on global issues for education week, preparation of teaching materials and curriculum revision. Of particular note is the willingness of teachers and student teachers in all four provinces to undertake research and development of major teaching resource kits for global education.

It is also possible to conclude from reports of the participants that all of them have incorported awareness raising activities and global practices or issues into some, if not many, of their classes. For the most part, they found their students extremely interested and receptive to global issues but constantly struggled to prevent stereotyping and negative attitudes towards differences. Two teachers are known to have completely re-designed course outlines because of this visible interest and their increasing comfort with the content and strategies.

Feedback from participants shows that those who are convinced of the importance of global education, seek out more in-depth information and other resources. Many reported being surprised and pleased to discover the wealth of available materials and resource people in their own communities and schools as a result of becoming tuned into looking for it. In Manitoba and New Brunswick, they made extensive use of development education resource centers, international students and individuals with overseas experience.

Of particular interest is the effect of the program on teacher education. In both Manitoba and New Brunswick, one of the participants was a home economics teacher educator from the university in that province. These teacher educators have subsequently immersed their student teachers in global education issues and teaching strategies by incorporating it into the curriculum and instruction course or offering an in-depth seminar. Both have also involved students in preparing new resource materials. An Ontario teacher educator introduced her students to global education through the annual update workshop. An analysis of concept maps prepared by Manitoba student teachers before and after their global education course, showed a dramatic shift from a narrow, traditional understanding of what topics and content are appropriate for a clothing course toward a much broader perspective incorporating social justice issues such as exploitation of garment workers in free trade zones. Clearly, the inclusion of university teacher educators in the program greatly enhaces the potential for a longer term and broader impact.

There is also evidence that home economics teachers are on the leading edge of the global education movement and are influencing its development in other disciplines. The director of the B.C. Teachers' Federation Global Education Project has indicated he will use the THESA leadership development model for all teachers if it proves successful. In Ontario, the director of the teachers' federation global education project, has initiated a lead teacher training program similar to the CHEA model and used CHEA's introductory global education booklet by Peterat and Smith as one of two primary training resources. At the

school level, several of the lead teachers reported resistance among teachers in other disciplines concerned about their territory being taken over. However, because the CHEA training emphasizes the value and possibilities for cross-curricular global education, they were able to create a spirit of cooperation and sharing that led to such activities.

Factors Contributing to Success

Curriculum implementation literature and our experiences in this program suggest that key factors contributing to the success of this model are: 1) perceived need for change; 2) targeting the program to members who are respected as change facilitators; 3) providing for follow-up support and interaction between participants; 4) ensuring a supportive communication climate; 5) making access to good resource materials as easy as possible; and 6) cooperating with external support systems.

Peterat (1992) notes that because global education "is not mandated by any provincial education ministry in Canada... teachers interested in implementation are self-selected and therefore already oriented to making changes" (p.2). The fact that all teachers participating in the CHEA projects did so voluntarily, undoubtedly contributed to much of the early success. Many participants also found principals and supervisors were supportive of their involvement. This can likely be attributed to the growing movement in global education sparked l by the Canadian Teachers' Federation projects. As lead teachers begin working with colleagues who do not perceive a need for global education, success will almost certainly become more difficult to achieve without strong backing from the rest of the educational system.

Limiting participation to those who are regarded by their colleagues as "lead teachers", has made access to the existing network and structures much easier, increased their authority as "experts" and allowed workshops to focus on global issues rather than workshop planning skills. Because time for orientation and and in-service support is so limited in this kind of project, targeting lead teachers who are also familiar with global education issues and theory, as in B.C., increases the potential for success.

The most important factor affecting the success of this model is unquestionably the provision for on-going support and assistance during the implementation process. The more workshops and one-to-one help that were given at different stages, the more teachers used global education materials and methods as intended. Follow-up workshops and partnering also allowed for substantial teacher/teacher interaction, which Fullan (1981) identifies as another factor influencing implementation. While the amount of in-service assistance provided is far from ideal or even adequate for full implementation, it is clearly superior to the one-shot workshop which characterizes the majority of professional association in-service activities.

According to Dow, Whitehead and Wright (1984), "Lasting change occurs more readily in a supportive climate than in a defensive climate. Supportive climates are characterized by a descriptive rather than an evaluative mode of operation, by a problem orientation rather than control, by spontaneity rather than superiority, and by provisionalism rather than

certainty" (p.37). Almost without exception, participants in the leadership projects have referred to the caring "personalities" of the resource persons as having been the most important part of the project. At first I was somewhat taken aback by this flattery, but have since come to see this as their way of expressing the importance of a supportive climate of communication. Workshop resource persons were likely perceived as very non-threatening since all were from outside the teachers' immediate educational system. But beyond that, a conscious effort is always made to be flexible and to ensure participants feel that everyone is in the learning experience together and that each person's opinion and problems count.

Availability of quality materials and resources for global education in home economics is another important factor for success. In the beginning, resources were limited to an assortment of materials compiled from many sources with no sequencing, scope or obvious rationale. I observed a distinct improvement in implementation as soon as the teacher resource files became available and again when the introductory booklet was finished. All participants stated in evaluation questionnaires that having the print resource materials in their hands from the beginning was extremely helpful. Teachers who had easy access to local global/development education resource centers seemed to implement global education earlier and with fewer problems. A professional association can facilitate access to materials by providing a catalogue of resources and sources of resources and, if possible, a loan service. Having a permament staff person is advantageous but this could be done by volunteers.

Finally, a factor which has been extremely important in the success of this program is the outstanding cooperation of institutions and individuals outside the home economics association. This has included many hours of voluntary expertise and supportive guidance from the faculty of education at the University of British Columbia, extensive administrative, financial and resource support from several of the teacher federation global education directors, expertise from non-government development organizations and, of course, funding from the Canadian International Development Agency. For a professional association with very limited resources, developing external support is well worth the considerable time it takes.

Conclusions

While there is ample evidence that this model has stimulated numerous global education initiatives, there is little known about how global education is actually being implemented in the classroom by participants. Nor do we know how teachers' and students' beliefs, attitudes and practices have changed as a result of their involvement in workshops or use of resource file materials. There are many questions to be answered before we can know if the content and learning processes in workshops and resource materials are adequate. For example, how have teachers' and students' knowledge, beliefs and attitudes about global justice and equity issues changed? What is the effect of these global education initiatives on teachers' and students' behavior as consumers and citizens? How can the program better prepare teachers to introduce and engage students in critical thinking, practical reasoning and problem analysis? Is the perverse effect a serious concern? If so, how can we counteract or prevent it? Fortunately, a number of participants are taking an interest in

helping CHEA find some of the answers. I look forward to cooperating with them and using their research to improve this program.

Despite concerns about content of workshops and resource materials, there is little doubt in my mind that the implementation model itself is an effective and feasible one for professional associations to replicate. The key is to pay attention to recognized principles of implementation and ensure that most of the factors which contribute to success are in place. Enhancing relevancy in an interdependent world is a task that requires the cooperation of all actors in the educational system and professional associations can play a small but significant role in facilitating such curriculum change.

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The leadership team was a diverse group, thanks to the home economics network within IFHE and the Canadian Symposium held in Winnipeg in March, 1991. The preliminary planning and selection of leaders was carried out by correspondence. However, Monica Tupay and Lila Engberg met the selected workshop facilitators in Paris for a one-day planning session in January, 1992. John Stringham and Hannerl Golda are employees of the Institute of Cultural Affairs (ICA). ICA is a private, non-profit organization which offers consultancy services and training for strategic planning, leadership development and organizational transformation (Spencer, 1989). John and Hannerl helped us clarify the workshop objectives and the approach. They suggested a one-day leadership training and team building session at the Centre in Vienna in advance of the workshop. We were introduced to the group facilitation methods used by ICA, and we appreciated the approach. The ICA methods fit the philosophy of the practical problem approach to home economics. (See Appendix I for summary)

Background and Objectives

The practical problem approach pays attention to context. IFHE wished to pay attention to the context of individuals and families in countries of Eastern Europe. Many families are experiencing stress because of global restructuring. Free market systems, privatization of business and industry and external trade are being promoted. Thousands of people are suffering because of the transition in government policy, job losses, and drastic cuts in public services. Rural-urban migration is creating alarming housing, transport, food distribution and pollution problems.

Human service professionals like those in the field of home economics are concerned about the changes. They are questioning "who participates, who benefits and who loses by major shifts in the global economy? How are households transformed?" Freedom to move, to trade and to do business is one kind of freedom. Freedom to participate in decision-making is another, hence the theme of the workshop (IFHE, 1992).

The workshop objectives were for participants:

1) to share experiences of the effects of global changes on families and the local environment, and how households have been able to cope with changing situations in their daily lives,

2) to experience an action planning process which could help them determine future directions for family related programs,

3) to identify critical decisions to be made by individuals and families in their daily lives, within local environments, and

4) to develop a plan for follow-up in their home countries.

The Workshop Format

The first evening and next day were spent involving participants in clarifying objectives, establishing the focus of the workshop and the planning process. We divided into four small groups so that participants could get to know each other and share everyday life concerns. The team leaders agreed that we must take time to listen to the participants and help them bring to light the reality of life for people in Eastern Europe.

The ICA action planning process took us through four major steps, each one initiated by focus questions. The first step was to establish the vision. "What should be done by the home economics profession in order to help individuals make effective decisions about their daily lives?" "Given the stated area of concern what would we like to see happen within the next one to five years? What kind of home economics program would we like to have in place?" The second day exposed the participants very briefly, to current visions of home economics as practised in the Western World. These visions are described in the next section. Participants met in small groups to ask questions but admitted there was much more to be learned.

On the third day we went back to the context. We examined family needs, beliefs, assumptions, root causes of problems, and challenges. At this stage focus questions were: "What are the deterrents, blocks, issues which need to be addressed? What is preventing the vision from being realized?" A summary of needs and challenges expressed by the participants are reported in a later section of this paper.

The next step in the workshop process was to look for new directions. "What can be done by various agencies and at various levels in order to realize our vision?" Small group work was attempted based on special interests: teaching and teacher education, advanced education, research, community service, adult education or extension, government policy and planning. The output was shared but it was impossible to conceptualize and pull together the array of ideas that were presented. The task was too complex and over-ambitions. Too many factors had to be taken into account; namely, the political and social context in each country, the institutional base, the leadership, the nature of education and research, and the shared understanding of home economics.

In spite of some frustration at this stage, action plans were developed (See Appendix II for the guides to Action Planning). Each participant was asked to work alone answering the question: "What one thing will I/we do in the next year?" and "What help would I/we like to receive through help from IFHE?" Suggestions were shared and organized into categories, as was the case for each of the other three steps in the action planning process.

The leadership team met with John Stringham at the end of each day's work to process the events of the day. As a result of these reflections, objectives and procedures were developed for the next day's work with the participants. This strategy meant that we allowed for a change of direction on a day to day basis meeting the evolving needs of the participants. The participants then became more willing to talk about their own situations.

As another way of sharing and fostering exchange, the participants organized an evening of entertainment in which all of us were expected to perform. This event contributed to a feeling of community among the group. Increased self-confidence was visible the next day when members, who had up to now been silent, were willing to present reports. At the end of each day a record of the day's activities was typed allowing each participant to receive a copy of the proceedings on the final day.

On the final day participants and the leadership team took time to evaluate the workshop. Participants made announcements regarding their appreciation for the way the workshop was organized and for the group facilitation methods used.

Many of them experienced team teaching and small group work for the first time, particularly with people from neighbouring countries. The leadership team felt that although there were different personal leadership styles we were able to work as a unified team and share responsibilities. One of the more valuable experiences was learning a strategy for clustering diverse ideas into themes or major concepts. Final reflections brought to light the effective and less effective approaches used in this workshop with recommendations for others conducting future workshops.

Current Visions of Home Economics

The objective for the second day of the workshop was "to present alternative understandings of Home Economics; and to begin the dialogue between needs in their societies and what home economics can offer." Workshop leaders made three presentations designed to acquaint participants with alternative approaches to Home Economics. Since team members were from diverse backgrounds and represented varying degrees of experience with home economics programs and concepts as well as the English language, it was decided that the approaches should be presented in as unambiguous a manner as possible. Therefore a unifying presentation framework was created. This framework consisted of an emphasis on the philosophy, content, and practice of each alternative approach: similar to alternatives presented in the literature (AHEA, 1989; Brown, 1984; East, 1980; Thomas, 1988). In order to enhance communication between the workshop leaders and several team members who had limited English, information was added to a large chart as it was presented.

The first presentation, "Home Economics as Applied Science", was perhaps the most familiar to team members. Commonly used in Europe as well as North America, the philosophy of this approach was described as applying scientific knowledge to solve everyday problems. Content was said to focus on the use of research to provide science-based explanations of household problems. Practitioners were described as using techniques designed to prevent or intervene in specific everyday problems.

The second presentation, "Home Economics as Vocation, and Technical Education", seemed to be an interesting and intriguing new approach to many team members. This interest was understandable given the current political and economic issues that were occurring in the home countries of these people. The philosophy of Vocational and Technical Home Economics was described as preparing people for the world of work. Content was characterized as applying all home economics concepts/areas to paid and unpaid work. Practitioners were represented as those who work to develop competencies for performing work tasks, within the home and in the paid labour force.

The third presentation, "Home Economics As Practical Problems," was a conceptual challenge to many. Going beyond any of their current images of home economics, this approach was perhaps the most difficult for them to understand. Nevertheless, it was received as potentially quite helpful. The philosophy of the Practical Problem approach was described as aiming to improve families' everyday lives by helping them see that there are ways to change the discrepancies that exist between the ideal and the reality of life situations. It was pointed out that moral and justice issues were involved as the content addressed the question: <u>What should be done about...</u>? Practitioners were represented as those who use dialogue, questions, and interaction which encourages new ways of thinking about families in their social worlds.

To illustrate how these approaches may or may not be connected to the life experiences of people we used a large poster which pictured rain drops falling like perennial problems out of the sky. In this picture the professional hand holds the umbrella trying to intervene on behalf of individuals and families. The umbrella divided into three sections, represents the three approaches to home economics, Home Economics as Science, Home Economics as Vocation and Home Economics as Practical Problems (See Appendix III). Our attention was called to the possibility that none of these approaches or any other approach to Home economics would be of benefit unless participants could bring these concepts together into a program in such a way that it made meaning in their own country. In the poster the human being is pictured standing there isolated, not being reached. Only as the human hand is connected to the umbrella (the professional approach) through recognition of the reality of that persons own traditions, life stories and culture can a families social world be transformed for the better.

Family Needs and Issues Identified

On the third day of the workshop the participants worked in small groups wondering about and responding to questions in order to bring to light family needs and issues within their own country. Seven major issues were identified and are outlined below.

1. Insufficient Affordable Housing

In the area of housing

The common issue is:
lack of affordable housing due to former contrived scarcity policy and shift to free market, which leads to price rises.

Aspects of this issue are:
1) shortage of flats to accommodate different wishes,
2) prices are higher than people's incomes,
3) related costs (water, heat, heating energy),
4) condition of the buildings,
5) people forced to live together who don't get along,
6) buildings not suitable for elderly and handicapped.

Specific examples are:
1) many generations in one flat in opposition of the people's wishes,
2) one kitchen and facilities for several families.

2. Farm Families' Lack of Education

In the arena of rural living

The common issue is:
Farm families facing a new situation in which their methods of farming must change to enable them to increase their income.

Aspects of this issue are:
a) prices are up,
b) they lack equipment, capital and experience,
c) there are no organized training programmes.

Specific examples are:
(in Latvia) families in rural areas need to improve their food supplies
(in Slovenia) farmers combine farming and tourism so women must work harder--the workload is too heavy and they lack training,

(in Czechoslovakia) large co-op farms are splitting into smaller ones and farmers need more capital and equipment.

3. **Inadequate Child Care**
In the area of family and child development

The common issue is:
decreasing and poorly organized social structures for child care,

Aspects of this issue are:
children could be abused, raped, get into crime, drug abuse, psychological problems, social problems, depression, become prostitutes

Specific examples are:
- one child in my street is smelling glue because of lack of care,
- children are pushing and bullying younger kids and taking out money,
- accidents in the street, in the water, in the house, etc.

4. **Sharing Family Responsibilities**
In the arena of
sharing and balancing family responsibilities

The common issue is:
that problems may be caused within the family when housework does not involve equal participation. This problem is aggravated by
1) the long tradition of only women doing housework and only men insuring social and financial status of the family,
2) one or both having to hold two jobs.
3) sometimes youth must also work
4) in the context of both men and women being educated, women also desire their own careers.

Specific Examples are:
when there is an imbalance the person who does not share has more time for leisure activities, the person who does the most work may feel exploited. In some situations divorce may occur.

5. **Unhealthy Poor-Quality Food**
In the area of nutrition

The common issue is:
how to use small financial resources for healthy nutrition

Aspects of this issue are:
1. wrong habits, 2. bad knowledge, 3. poor choice, 4. no understanding in value of health

Specific examples are:
- breakfast: coffee, bread, egg,
- lunch: potatoes, maccaroni, milk
- dinner: bread, tea, porridge.

6. **Inauthentic Human Being**
In the arena of individual and family values

The common issue is:
the collapse of political systems, the global and quick changes make us realize our inner discourse is lost

Aspects of this issue are:
We live in a mixture of suspicion, fear, despair, discouragement, happiness, and unhappiness.
Our emotional resonance is very thin.

Specific examples are:
(in Romania) social changes bring about perverse effects such as unemployment, violence and inflation, and we have no time to think about reclaiming our traditional inner values.

7. **Unskilled Confused Consumers**
In the area of family income management

The common issue is:
people who have been without, are now eager to obtain the wide variety of goods on the market, regardless of actual income

Aspects of this issue are:
1) low income does not meet basic needs - no savings
2) the variety of material goods available
3) prices going up - subsidies gone

Specific examples are:
1) I want a car - I cannot save for it
2) price of public transport is up
3) electricity costs are high - petrol costs are high
4) living conditions are very poor
5) difficult to prioritise or choose what is most basic

Future Actions Proposed

On the final day of the workshop, the participants shared their action plans. Among these were commitments to 1) inform their country's Minister of Education, research institutes, and regional authorities about this workshop and the need to explore the possibilities of establishing home economics courses; 2) organize courses in home economics for their colleagues; 3) launch projects about actual family problems; and 4) maintain contact with workshop participants.

Eastern European workshop team members also requested further assistance from the International Federation for Home Economics (IFHE). These requests were summarized to include: 1) help for organizing workshops and seminars which would explain home economics, programme development and new methods of working with students and families; 2) published materials which would guide curriculum development, teachers and subject matter orientation in home economics; 3) publications suitable for rural farm families; 4) county visits by members of advisers to expand their understandings of family situations; and 5) opportunities to share experiences and professional problems. IFHE members who participated in the workshop promised to 1) submit a report of the workshop and the participants' requests to the IFHE Council on Saturday, July 26, 1992, to regional meetings for Europe, and to the new IFHE president and vice president; 2) to recommend that IFHE develop a system of networking that would include the countries of Eastern Europe; and 3) to recommend personal networking through home economists who have an interest in Eastern Europe and elsewhere.

At this point, several aspects of the proposed actions have taken place. Several individual workshop members have continued to communicate via the international postal systems. At the suggestion of a Canadian workshop leader, Eastern European team members have become contributors to a 1993 issue of People and practice: International issues for home economists. IFHE workshop members did submit a report of the workshop in July. Requests for further assistance to begin to organize workshops and seminars, which would explain home economics, programme development and new methods of working with students and families, were also made at the annual IFHE Executive Meeting in Paris, January 1993.

Currently, specific plans are being explored to collaborate with IFHE members of the Baltic and Nordic Countries. This collaboration would be for the purpose of organizing workshops and seminars which would explain home economics, programme development and new methods of working with students and families. It is envisioned as being the first phase of a longer term project in three Baltic States. Since the Nordic countries have contributed money to the Nordic Universities for home economics work in the Baltic States, IFHE is considering proposals.

Conclusions and Implications

At the end of the Vienna workshop the team leaders concluded that the participants had developed an awareness of the potential of home economics. But the workshop took only a beginning step in addressing the question "What should be done in order to help individuals in Eastern Europe make effective decisions about their daily lives?" Continuity of contracts and a series of follow-up activities are required within specific countries or sub-regions. The IFHE Task Force on Eastern Europe and IFHE members are expected to initiate linkages. It was recognized that home economics educators and local leaders must acquire a deeper understanding of the roots of problems experienced by individuals and families in Eastern Europe before they can develop practical proposals for action. There must be some way to connect personal experiences with issues highlighted at the workshop and some way to share pedagogical and group problem-solving methods. Short-term practicums and formal academic training in Home Economics in other countries were requested but we have some fears about the kinds of choices available.

The technical perspective, that is - application of science of everyday life, may remain a dominant perspective unless the mission and the assumptions underlying this perspective are examined more thoroughly in follow-up sessions. Many of the assumptions of the science model can be questioned, for example, that 1) humans are to be moulded into efficient workers who can control the social and natural environment, 2) families improve by conforming to the existing norms of society, 3) all knowledge is derived from the methods of empirical sciences, 4) the major mission of home economics is to produce technically useful knowledge which will improve the physical and economic aspects of everyday life.

If, on the other hand, the mission of home economics was perceived to be improving everyday life by developing individual capabilities within the family, the approach and the purpose of professional practice would be different. The practical problem approach to home economics is holistic. It addresses all aspects of everyday life and recognizes many ways of knowing including the technical/scientific, indigenous knowledge and the imaginative thinking of each person. Its purpose is moral and ethical because it seeks to establish a humane

and just society and to transform the social order for the good of all. This approach has a future, if offered in Canada, to participants from Eastern Europe interested in a follow-up workshop on curriculum development. An introduction to the
practical problem approach is also offered at a 2-day professional development workshop to be held prior to the CHEA Conference in July this year.

The implications of the practical problem approach are that we reflect more deeply upon "what is" and "what ought to be", that we attempt to transform our own institutions, and that we collaborate - finding ways which enable our colleagues to develop programs which address problems of critical concern. Only through co-operative political action can we expect to construct home economics programs which give the fullest opportunities to all people.

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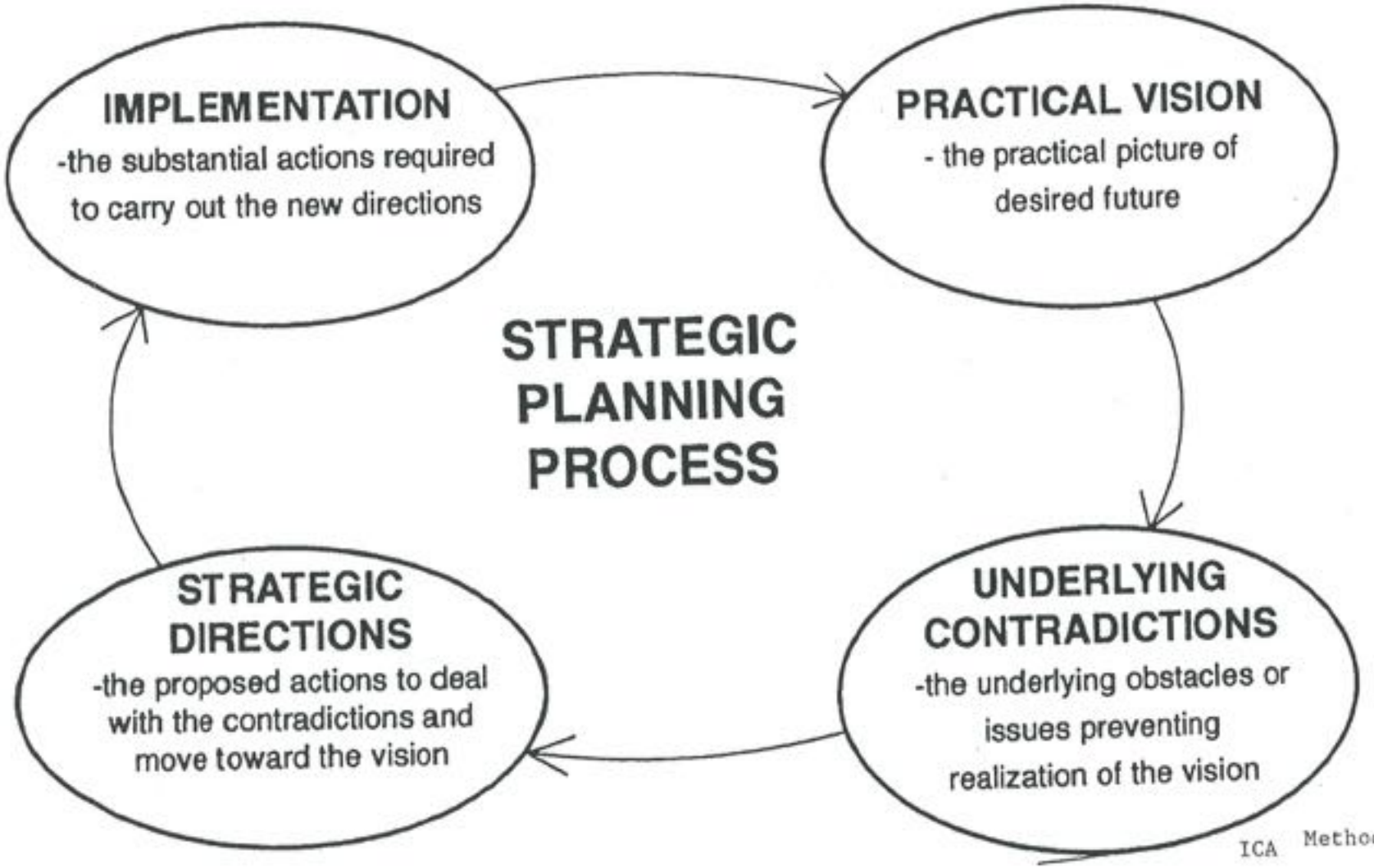
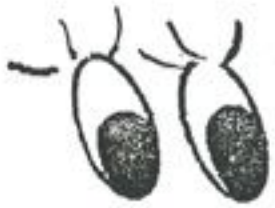
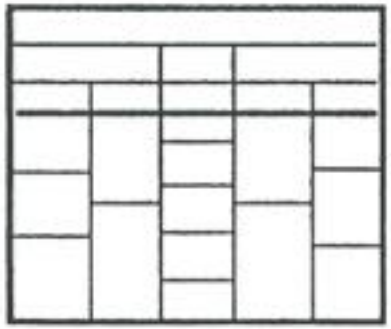
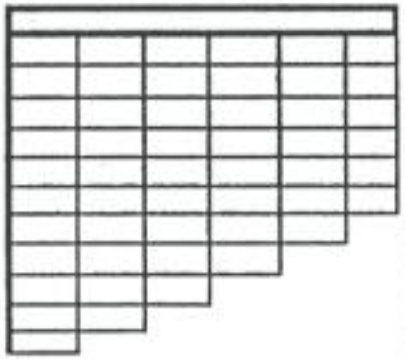
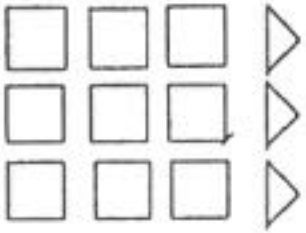
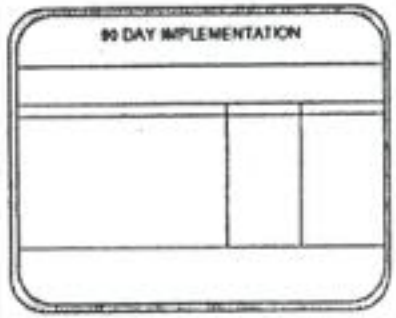
STRATEGIC PLANNING PROCESS INTRODUCTION



ICA Method



.....AN IN DEPTH LOOK AT THE PLANNING PROCESS

	VISION	CONTRADICTIONS	STRATEGIC DIRECTIONS	IMPLEMENTATION
FOCUS QUESTION	Given the stated area of concern, what is the recognizable condition you would hope to have in place in the next two to four years? Or, what do you want to see happen by three to five years time?	If the stated vision is to be realized, what are the issues, deterrents, blocks, irritants, etc., which must be dealt with?	What are the strategic directions in which we must move in order to resolve the contradictions and realize our vision?	What are the substantial actions that must be taken in order to actuate the new directions?
ILLUSTRATION	 Each person has a piece of the puzzle.	 Dandelion: getting at the underlying or 'root' causes.	 Looking for several new directions or approaches to deal with underlying obstacles.	
PRODUCT				

PLANNING PROCESS: A SUMMARY OF 3 WORKSHOPS

CONTEXT

Overall focus question for Planning Process:

"In the next 5 years, what are the new projects we want to establish so our organization continues to be healthy and vital?"

Diagram of Planning Process:

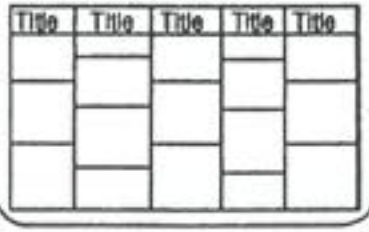
RATIONAL OBJECTIVE
To create practical strategic directions

EXPERIENTIAL OBJECTIVE
To create a sense of momentum and ownership for the plan

VISION WORKSHOP

Focus question:
"What are your hopes and dreams for the future of our organization?"

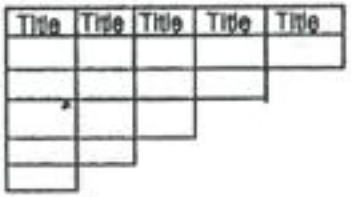
- Brainstorm hopes and dreams
- Organize similar hopes and dreams
- Name hopes and dreams
- Create a chart to hold hopes and dreams



CONTRADICTIONS WORKSHOP

Focus question:
"What is blocking us from realizing our hopes and dreams?"

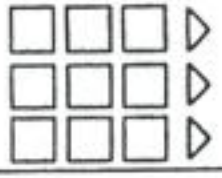
- Brainstorm blocks
- Organize blocks with similar underlying issues
- Name the blocks
- Create a chart and reflect



STRATEGIC DIRECTIONS W/S

Focus question:
"What are the strategic directions we need to initiate to overcome the blocks?"

- Brainstorm strategic directions
- Organize strategic directions that can be done together to create momentum
- Name the strategic directions
- Create a chart and reflect



REFLECTION

- What do you remember from our planning together?
- What new insights have we had?
- What is the significance for our organization of these plans?

We are now ready to create an action plan for each strategic direction.

Appendix II
IFHE Workshop, Vienna
July, 1992
IFHE
Thursday 23.07.92

ACTION PLANS

Rational Objective: To create plans of action by/for each participant appropriate to their interests and possibilities.

Essential Aim: There will be action, not just words

Steps

1. Fill out the first sheet of the action planning form. Then brainstorm on a separate sheet of paper all the actions you need to take considering your objectives, the opportunities and limitations, the friends and potential allies, your strengths and weaknesses, time available, etc.

2. Read over your brainstorm of actions. Organize them into 2 to 4 main actions.

3. Write out these in detail. Why, What, When, How, with Whom, Where.

4. Name the actions, perhaps a poetic name, that describes the kind of action,the objectives etc. Use metaphors that are meaningful to you, that inspire you.

5. Create a visual image for your plan, something simple that relates your actions together.

6. Plan what you will do in the next 90 days in detail.

7. Prepare a report for the group, include the one thing you would like to tell the group in a year's time that you had accomplished.

IFHE
Thursday, 23.07.92

ACTION PLANNING SHEET

EXTERNAL CIRCUMSTANCES

OPPORTUNITIES

LIMITATIONS

PERSONAL ASSESSMENT

STRENGTHS

WEAKNESSES

FRIENDS

AVAILABLE

TIME

RESOURCES

POTENTIAL ALLIES

DANGERS

ACTION PLANNING SHEET (2)

Name of Action:

Description:

Why am I doing this? What do I hope to achieve?

HOW: (steps) with **Whom**: **Where**: **When**:

1

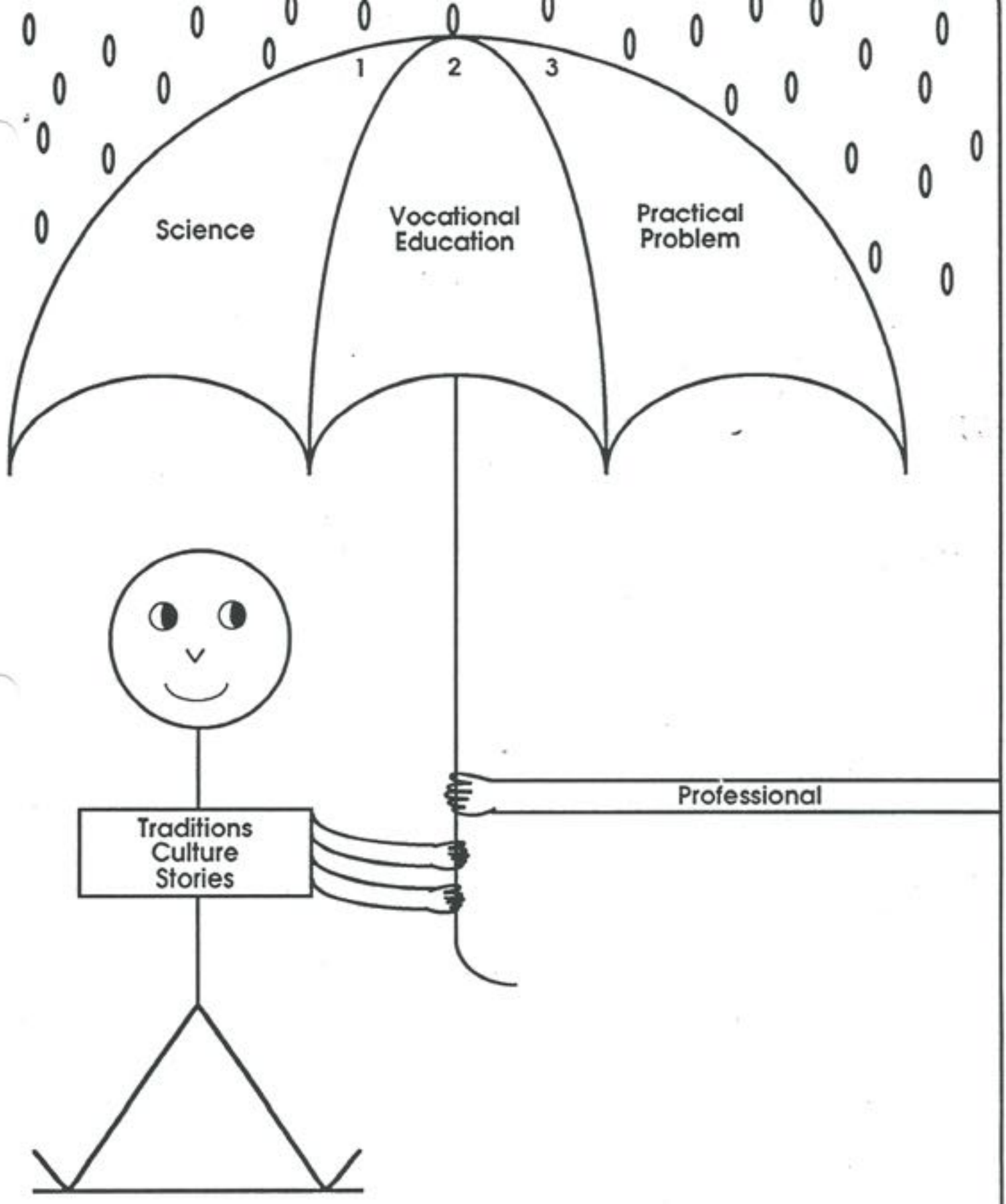
2

3

4

5

IMAGE:



Appendix III
IFHE Workshop, Vienna
July, 1992

Understanding and Assessing The Progress of Learners in Home Economics

Eda Favaro, Vancouver School Board
Leslie Paris, Burnaby School Board
Gale Smith, University of British Columbia
Jane Thomas, Vancouver School Board

During the past decade, traditional approaches to student assessment and evaluation have increasingly been criticized for their inadequate portrayal of learning (Herman, Aschbacher & Winter, 1992; Perrone, 1991). In particular, concern has been expressed that an over-emphasis on testing has generally had negative effects on student learning due to its lack of relevance to everyday life (Wiggins, 1989b). Consequently, current educational reforms in North America reflect a shift from a "culture of testing" to a "culture of assessment" (Zessoules & Gardner, 1991). A culture of testing is teacher directed and emphasizes measuring student achievement in terms of intelligence. In contrast, a culture of assessment focusses on documenting what a student can do and assumes that students have multiple intelligences, talents and abilities. While the former tends to treat students as objects who can produce verbal answers on cue, the latter focuses on thoughtful understanding (Wiggins, 1989a).

This paper reports on the development of an assessment initiative to support the recent home economics curriculum revision in the province of B.C. The paper begins with a brief overview of the curriculum revision and a description of the new relationship between curriculum and assessment. The terms associated with assessment are clarified and a new conception of assessment is examined. A conceptual framework for understanding the dimensions of assessment in relation to curriculum, evaluation and reporting is presented, and some issues related to implementing a new assessment program are discussed. The paper concludes by identifying implications for practice.

The Context: Home Economics Curriculum Reform in B.C.

In 1988, the report of the third Royal Commission into education in B.C. was released (Sullivan, 1988). The findings and recommendations of this report provided the impetus for educational reform in the province, and subsequently a document entitled "The Year 2000: A Framework for Learning" was released. This document laid out a new educational philosophy which provided the guiding principles for curriculum revision in all subject areas. Home economics was one of the first subject areas to undergo revision.

One important aspect of this curriculum revision is that the "curriculum guide" has been replaced with a "curriculum/assessment framework". This title reflects a new focus on the link between curriculum and assessment, that is, there is a reciprocal interactive relationship between the two.

In terms of curriculum development, two features of the revised Home Economics Curriculum/Assessment Framework are significantly different. First, there is no longer a list of standardized courses, with prescribed content organized in scope and sequence for each grade level. Instead, the framework consists of a set of broad general intentions which provide a guide for planning for instruction and for assessing learners from primary to graduation. Second, assessment is considered to be an integral part of curriculum development because it facilitates understanding where learners are in terms of their educational progress. Knowledge of how learners are progressing then directs curriculum planning for continuous learning.

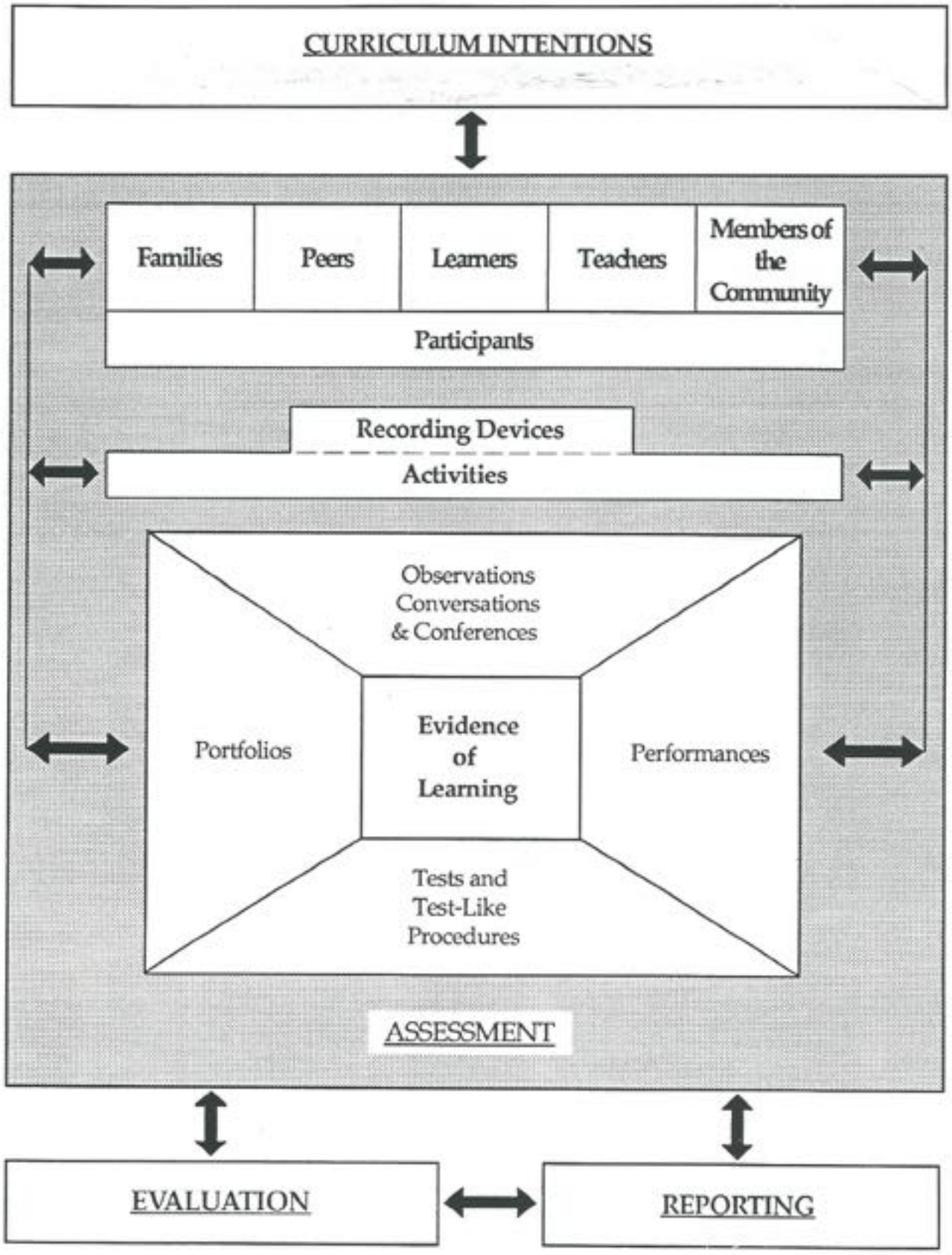
In the past, home economics has been criticized for placing undue emphasis on technical or factual knowledge, and on the production of materials. In the revised home economics curriculum, technical knowledge and the production of materials are placed within a context which requires thinking and reasoning, communication, problem solving, responsible decision-making and defensible action. This broader focus required a wider range of assessment strategies than had been employed in home economics in the past. In 1992, the Vancouver School Board received a grant from the B.C. Ministry of Education and the Ministry Responsible for Multiculturalism and Human Rights to develop an assessment package to accompany the revised home economics curriculum. The resulting document, entitled "Supporting Learning: Understanding and Assessing the Progress of Learners in Home Economics", outlined a new conception of assessment and identified suggested strategies for assessing learners in home economics. (See Figure 1). This document is currently being field tested by various home economics teacher groups in the province.

Clarification of Terms

The terms **assessment** and **evaluation** are frequently used interchangeably in discussions about a learner's educational progress. However, such usage may be misleading, for the terms have different meanings. According to Anderson et al. (1975), **assessment** involves gathering and organizing information or data which may be used to meet a variety of evaluation and instructional needs. Assessment may therefore be described as "the process of observing, recording or otherwise documenting the work [of learners]", and is used for "planning for groups and individual [learners], and communicating with parents" (National Association for Education of Young Children, 1991, p. 21).

In contrast, **evaluation** is the analysis of assessment information, and involves interpreting and making judgments about the data collected during assessment. Thus while evaluation and assessment are related, they embody different purposes. Assessment is a process which precedes evaluation and which forms the basis for in the final decision-making that is characteristic of evaluation. **Reporting** is the presentation of information gained through evaluation. This reporting may be written or verbal, and has traditionally been directed by the teacher. The new approach encourages participation of the learner in the reporting process.

CURRICULUM/ASSESSMENT MODEL



The preceding indicates that assessment is no longer concerned with the measurement of achievement, but with the documentation of what students can do or what students have learned. This new conception of assessment has been variously described as "authentic", "naturalistic" and "alternative". It is "authentic" because it provides a broader, more genuine picture of what a student has learned; "naturalistic" because it goes beyond collecting indicators of progress but is also an occasion for learning; and "alternative" because it is a departure from the traditional "testing" notion of assessment (see Wolf, Bixby, Glenn, & Gardner, 1991). The purposes of the new assessment are therefore much broader than in the past, including supporting continuous student learning; collecting evidence of a learner's educational development over time; guiding curriculum planning; providing a basis for evaluation and reporting; encouraging self-evaluation and reflection; and facilitating collaboration among teachers, students and parent/guardians.

The following chart (Table 1) portrays the shift in emphasis in assessment from the traditional view (which focused on measuring student achievement) to a contemporary view (which focuses on documenting what students have learned).

Re-Designing Assessment From	Re-Designing Assessment To
A curriculum focus	A learner focus
A major emphasis on summative assessment	A greater emphasis on formative assessment which supports further learning
A focus largely on content	A focus on skills and processes integrated with knowledge and understandings
An assumption that learning can be represented or demonstrated in one way	An assumption that learning can and should be represented in a variety of ways
Teachers controlling curriculum planning and assessment	Learners participating in assessing their own progress and planning for future learning
An emphasis on factual knowledge and technical skills	An inclusion of other learning dimensions (e.g., cognitive skills, attitudes and a broader range of performance skills)
A limited repertoire of assessment strategies	An expanded repertoire of assessment strategies
Assessment criteria known only to the teacher	Assessment criteria known to the learner in advance
A classroom setting	A variety of settings (e.g., home, community)
An emphasis on quantitative assessment and reporting (e.g., letter grades and test scores)	An emphasis on qualitative assessment and reporting (e.g., anecdotal reports, observations, conferences)
A comparison of learners to each other and/or in relation to a pre-determined norm or standard	A focus on learner's individual progress based on pre-determined and explicit criteria
An emphasis on "lower level" recall, recognition	An emphasis on "higher level" synthesis, analysis
A potentially negative experience	An experience that supports and enhances self-image and lifelong learning
Being used as a disciplinary reward or sanction	Being used as an indicator of educational progress
Being limited to assessment of superficial, trivial, atomistic bits	Expanding to include the complex "whole"

Table 1.
Re-Designing Assessment

A Conceptual Framework for Assessment

As the shift from traditional assessment practices is undertaken, four key questions must be addressed: what evidence of learning will be collected?; what activities will facilitate assessment of learning?; how will evidence of learning be recorded?; and who will participate in collecting evidence of learning?

Collectively, these questions embody the assessment component of the framework. (See Figure 1). This framework guides assessment practices and includes four dimensions: evidence of learning; assessment activities and recording devices; and participants in assessment. An overview of each dimension clarifies how they are related and how they facilitate the assessment process.

Dimension I - Evidence of Learning

Chittenden (1991) recommends the need to establish clearly identified and different types of evidence of student learning. He suggests that each type of evidence should encompass multiple activities through which students can represent learning. At the same time, he indicates that in formulating assessment practices, each type of evidence should have equal consideration in formulating assessment practices. According to Chittenden, four types of evidence for assessment include: observations, conversations and conferences; performances; portfolios; and tests and test-like procedures. These four types of evidence are not mutually exclusive, and may serve both different and related purposes.

Observations, Conversations and Conferences. **Observations** essentially involve **watching** learners. All teachers do this daily and often unconsciously. Such observations are generally informal, that is, the teacher is not "looking for" or "looking at" anything specific, but just "notices" what the learner is doing or how the learner is behaving. Observations are also formal and systematic, that is, the teacher plans to observe the learner in particular situations or activities and records these observations. Both types of observations should be recorded to support student progress.

Learners may also observe themselves or other learners, and reflect on their work, their interactions and their understandings. For the purpose of assessment, observations are recorded using a variety of methods, including anecdotal reports, checklists or videotapes. The teacher and/or the teacher and the learner then regularly review these observations in order to "discover patterns, assess progress and make plans to foster continued learning" (B.C. Ministry of Education, 1991, p. 14). In the review process, observations become connected to conversations and conferences.

Conversations and **conferences** involve both **listening to** and **talking with** learners. According to Newmann (1991), such conversations are "substantive" in that teachers have an opportunity to understand a student's learning and thinking, and students have an opportunity to reflect upon and demonstrate their knowledge.

Conversations and conferences are useful for: clarifying thinking; reflecting on what has been learned; helping to achieve new levels of understanding; assisting in self-evaluation; discussing expectations for quality performance.

It should be noted that observations, conversations and conferences are not (or should not be perceived of as) separate events which are independent of each other. For example, as students and teachers review their own observations and the observations of others, observations become integrated with conferences and conversations.

Performances. A performance is an opportunity for the learner to craft knowledge, skills and attitudes into a complete package or an integrative product with individual style. It should be worthwhile and significant and have value in a learner's life. A performance implies: knowledge in use; rehearsal, refinement, revision, self-assessment; demonstration of a certain standard or mastery; or a sustained work within a meaningful context.

A performance could be a single event, but it is a greater value when viewed as multiple opportunities, eg., a season of games, a series of labs. A performance is assessed according to the effect it has on a real audience (families, peers, teachers, members of the community).

Test and Test-like Procedures. Tests have traditionally dominated educational assessment. However, tests are "...often flawed or misused" and are frequently ambiguous in terms of what they reveal about learners/ progress (Hills, 1991, p. 541). While there is still a place for pencil and paper tests, in view of the new conception of assessment, they require some re-thinking. As well, other test-like procedures should be investigated.

A key question in developing tests is "What do we want learners to be good at?" For example, should learners be proficient in identifying and spelling the parts of the sewing machine, or should they be able to thread and use the machine to repair a seam that has come undone? If the aim of home economics is to prepare students to address the challenges of everyday life, then the latter more closely fulfills this aim. Although all paper and pencil tests should not be abandoned, tests should be designed so that they more closely resemble the challenges of everyday life. Thus, a "test" might include such things as reading a recipe and preparing a shopping list, doing a cost comparison, justifying food choices or solving a problem related to child care.

Portfolios. A portfolio is a collection of work which supports the concept of continuous learning by storing evidence of progress and development over time. A portfolio must also include evidence of on-going reflection and evaluation of the learning represented in the collection. Some features of portfolios are as follows: contains evidence of self-reflection and justification for inclusion; has an explicit purpose and criteria; has continuous learner involvement in selection of pieces; a collection for further reflection; can be used for planning for further instruction and learning; and is dynamic and changing.

The portfolio is something that is done by students, not to students. It offers a concrete way for students to learn to value their own work, and by extension, to value themselves

as learners. It should be noted that portfolios should include not only some products of learning (such as reports, posters, photographs of projects completed) but also items that reflect the process of learning (such as action plans, draft copies, learning log entries, photographs of projects in progress).

Dimension II - Assessment Activities

A variety of techniques or procedures may be employed in gathering evidence of learning. When identifying such techniques, teachers will need to consider activities which are suited to students' particular learning styles and personalities. As well, assessment activities should have intrinsic value and be meaningful and worth mastering. Students themselves may also assume a role in determining which activities or techniques best represent what they know or have learned. Assessment activities may include records over time (diaries, journals, learning logs), demonstrations, discussions, pictorial displays, laboratory work, simulations, written works, oral presentations, performance tasks and tests. It should be noted that the information gathered from any one activity can contribute to any or all of the four types of evidence. For example, a student demonstration could qualify for any of the four types of evidence.

It is important to note that many assessment activities are frequently used as instructional techniques. Their use as instructional techniques, however, is for students to gain knowledge, skills and attitudes about a topic. As assessment activities, they become ways in which students may represent the knowledge, skills and attitudes they have learned.

Dimension III - Assessment Recording Devices

While assessment activities produce evidence of learning, teachers require some means for collecting this evidence. Such instruments are referred to as assessment recording devices and are intended to enable the systematic documentation of student learning.

Educators have traditionally used a wide range of strategies and activities in their classrooms, including open-ended questions, checklists, journals and logs. All of these have the potential to be used as instructional strategies and/or assessment activities/ assessment recording devices. For example, teachers may use open-ended questions in instruction to stimulate discussion about a concept or in assessment to allow students to outline their understanding of new concepts.

The potential for multiple usage in educational settings underscores the need for teachers to be clear about their purposes when developing and selecting recording devices. Recording devices may be informal (e.g., an anecdotal report of student progress) or formal (e.g., checklists, rating scales or questionnaires). Regardless of their simplicity or complexity, recording devices should not be planned and developed solely by teachers. Students should have ample opportunity to take an active role in their development as part of instruction.

Dimension IV - Participants in Assessment

Assessment is no longer the sole responsibility of teachers and has expanded to include the participation and contributions of all members of the community of learners. Indeed, it has been suggested that assessment provides "an avenue for collaboration between students, teachers, and parents/guardians" (B.C. Ministry of Education, 1992, p. 104). Such collaboration implies a range of roles and responsibilities for participants, including identifying assessment activities, developing assessment criteria and creating and completing assessment recording devices. As the range of participants in assessment expands, it is likely that more accurate and useful insights into students' learning will be achieved.

Issues and Implications for Practice

Implementing this new conception of assessment raises a number of issues. First, it is essential that teachers clearly understand the nature of the new approach to assessment, for unless teachers understand what they are doing and why, it is likely that new assessment strategies may be used without any substantive change in existing practice. As Wiggins (1992) points out, in the new approach to assessment "good teaching is inseparable from good assessing" (p. 32). This not only requires an expanded conception of teaching (Perrone, 1991), but also concern for conceptual clarity and self-criticism in teaching and assessing (Worthen, 1993).

Second, as is the case with the implementation of any innovation, time and support are essential to success (e.g., Fullan, 1991). Time is required for re-conceptualizing and planning, for reflecting on evidence of learning that is gathered, for collaborating with all participants in the assessment program, and for preparing assessment activities and recording devices. The philosophical support of school administrators and district staff is required, as is support in the form of resource material and professional and on staff development.

Finally, attention must be devoted to the design and function of assessment in terms of student outcomes. According to Worthen (1993), "evidence that the technical quality of the assessment is good enough to yield a truthful picture of student abilities is essential" (p. 448). Thus standards, benchmarks of success, exemplars or reference sets as they are variously called must be clearly established.

The new approach to assessment has significant implications for the classroom, particularly for the role of the learner and the role of the teacher. The learner is expected to become an active participant in the assessment process and will have to be taught knowledge, skills and attitudes related to assessment. Similarly, teachers are required to relinquish their traditional roles as head of the classroom and allow students to assume center stage. As teachers step back and become guides in assessment, they must learn to engage in reflection. According to Zessoules and Gardner (1992), "it is this act of stepping back that enables teachers to practice and infuse the habit of reflection into their own pedagogical approach" (p. 65). Thus, teachers become "researchers in the classroom, posing central questions to better inform their sense of students' learning, their approach to teaching strategies, and the development of their own reflective habits.

Just as authentic assessment asks students to develop the habit of pausing to reflect in order to move forward, so, too, must teachers adopt the practice of taking time to stop and think, to observe and make sense of activities and progress of their students" (p.66). At first glance, new approaches to assessment and instruction appear to demand a great deal of teachers and, when the amount of time and the extent of resources are considered, indeed this is the case. However, if we value improved student learning which is more relevant to their everyday lives, then the effort will be worth it.

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Action Research in Practical Problem Solving

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A generally accepted definition of authentic assessment is that it should be virtually indistinguishable from regular classroom activities. In addition, home economics assessment should "involve the complex challenges of everyday life", providing meaningful and realistic problems that mirror daily life (Supporting Learning: Understanding and Assessing the Progress of Learners in Home Economics , 1992, p. 8).

Authentic assessment should have relevance beyond school walls and implications for students' futures:

> Individuals outside of the classroom are rarely, if ever, asked to diagram sentences, draw a color wheel, complete an isolated analogy, or fill in missing pieces of a mathematical formula. Instead, they are expected to pursue projects over time, to collaborate and converse with others, to take responsibility for their work - provoking and engaging in reflection and revision - and to amplify their understandings and apply them in powerful ways or in new or surprising contexts (Zessoules and Gardner, 1991, p. 51).

With the foregoing in mind, I would like to report two assessment projects in which I am currently involved, and for which I am conducting research in my classroom. The first project is a district-wide committee which is developing a reference set in problem solving in elementary grades and secondary practical arts. The second project is based upon the document Supporting Learning: Understanding and Assessing the Progress of Learners in Home Economics (1992) and consists of five home economics teachers and their students. At first glance these two committees may seem to be quite different, but in fact they have many similarities. Both committees are struggling with new means of relevant assessment of students, and both do not pretend to have all or any answers.

In both projects I have directed my research to study of practical problems in home economics. According to A Conceptual Guide Framework for Home Economics Curriculum in Maryland (1989) a practical problem orientation to curriculum is "a way to think about home economics in view of the concerns or questions that families face over time" (p. 9). Practical problems require reasoned thought, judgment and action. The overused term "problem solving" comes to mind when considering practical problems. A discussion of problem solving invariably involves an effort to construct a definition. One factor of successful problem solving involves pattern finding, seeking and identification (Cyert, 1980). People who are "good thinkers" are able to find patterns and make connections. In the past, problem solving has been most often associated with mathematical algorithms and Mensa-type problems. "Much of what is presented as problem solving, is simply a task or

exercise to be completed or, is a question to be answered from recalling memorized facts or knowledge" (Siggers, 1993). In home economics, the practical problem is an attempt to personalize knowledge, make connections, and make it transferable to the students' own lives.

Family Management Practical Problems

I am presently in the midst of a study on practical problems with students in Family Studies 9/10 and Family Management 11/12. Students were first given a practical problem and asked to write how a family ought to go about deciding what should be done. Student work was collected and evaluated according to a scorecard for evaluating the decision-making frameworks for solving practical problems (Appendix 1). Like many things in life, the scorecard did not come with an instruction manual. Therefore the interpretations I have assigned to it may well differ from its originators' intentions.

According to the scorecard, students' responses ranged from Level 0 (a choice is made with no justification) to Level 3 (c) (more than one alternative compared in terms of advantages and disadvantages).

Following is a sampling of student responses to the initial problem:

> M. is 15, pregnant and unmarried. She wants to keep her baby and finish school, but her parents are unwilling to care for the baby because they both work. How do you suggest M. and her parents go about deciding what to do about this situation?

B.(male age 15 years) made the following response:

> M. and her parents should hire a nanny. Put the baby in daycare. [Score - Level 0 - one alternative, no reasons].

D (female, age 19) was rated Level 3 (e) for her response:

> M. first of all has to decide whether she wants to finish school or raise a baby because there is no way you can do both, it's one or the other especially since there is no financial support from her parents. M. and her parents may have to decide on giving up the baby for adoption or possibly seek social services.

A second problem was presented to the students, this time including the scorecard and samples of students' work from the first problem. Students were told how they did on the first problem and some asked to have their answers returned to them. The actual process of practical problem-solving was not taught, per se, but students' questions were answered.

> S.'s grandmother is 90 years old and "getting senile". She needs to be watched constantly and fed a special diet. Her two sons and three daughters find it difficult to care for her. How would you suggest Sue's family go about deciding what to do about her grandmother?

For this problem, B. expanded his answer to include alternatives once he understood that was what was expected of him:

> Hire a nurse to live with S.'s grandmother and take care of the grandmother. The advantage would be is that the grandmother would have care 24 hours a day, the disadvantage is how much money the nurse would cost and the grandmother might not feel wanted [be]cause S's family don't care for her. Put her in a home along with other old people with the same problem. The advantages are that she will be around people like her, the disadvantages are like she will not feel wanted. Have the grandmother live with one of the kids. The advantages of this is that she will feel wanted and she will be happy. The disadvantages is that she won't get proper help."[Level 3 (e) - three alternatives, advantages and disadvantages compared with guidelines used - "be happy", "get proper care"]

D., who had presented alternatives the first time, articulated her reasons more clearly the second time:

> S's grandmother should have a say in what should be done with her but at her age it would be better if her two sons and three daughters made the decision for her. The only sensible thing to do would be to take her to a nursing care home. This way she could be watched constantly and fed a special diet. She could be by her children but it's a big responsibility and her children have other responsibilities such as a job and children of their own. Another alternative would be for one or two of the children to quit their jobs and devote their time to taking care of S's grandmother until her time comes. [Level 4(b) [two alternatives, one chosen, with advantages and disadvantages of each alternative specified]

K. (female, age 17) who did not do the first problem, provided an answer for the second problem which would be worthy of a professional worker:

> In order to solve this problem one has to consider the advantages and disadvantages and give supporting reasons to choose the best alternative. The first thing they need to do is meet with one another and decide their plan of action. Some questions they will want to consider are - who is capable of caring for her? - who is willing to care for her? - is there a most suitable house? - whose lifestyle will it least disrupt?
>
> There are three main options that I have come up with
>
> #1 - Put the mother in a home or facility which cares for elderly. This would disrupt no one's life and allow for them to visit whenever convenient. Also she guaranteed sound professional care but not "familial love".
>
> #2 - Have the mother live permanently with one of the children. The child could apply to have homecare workers who would spell her off occasionally. This would be good for the mother but possibly a big adjustment for the other family members.

> #3 - The mother could be moved to a new sibling's house every 4-6 months. Allowing everyone a turn and a break. The mother, already "senile", may be further confused but it would be less stressful if the time etc. was set for each familial "visit" (when the mom comes to them). That way the families could juggle their schedules according to the visit. [Level 4 (c) 10 points - three alternatives evaluated in terms of guidelines, and ranked]

The conclusions I have drawn from this preliminary study concern the importance of imposed boundaries such as the scorecard. One might think that knowing the scorecard would inhibit student work; but in fact, in this case students showed more complex reasoning when they knew what was anticipated. In the class of twenty-one students, the amount of progress varied. For some students, the addition of a reason to their choice was all they could muster. All students were able to justify their choices somewhat. The practical problem scorecard, while subject to discussion, was a convenient vehicle for measuring the process of decision-making. It could potentially be used as a diagnostic tool for students who were still unclear on the process. From my observation, students who most ably answered the practical problem were those who were interested in the problem and/or desired to get a good mark. Students who did less well showed disinterest in the problem, rushed, hurried work and a lack of caring about results.

Questions which I wish to pursue further concern the effects of practice and knowledge upon improvement. No imput in content occurred between practical problems. Did the students improve because they knew what I was looking for and were thus better able to verbalize when they knew what to answer? Did simple exposure to the process improve outcome in such a radical manner? What was the role of additional practice in solving practical problems? In this case, marking "process" would have been impossible to evaluate; product was the only thing that could change. Student thinking was probably more organized as a result of the scoresheet. If by process we in fact mean "organization", then I would tentatively conclude that it is possible to teach process, but not mark it.

Foods and Nutrition

The second factor which has become important to me in authentic assessment is reflection.

> Students' abilities to confront...real-world challenges - to understand their work in relation to that of others to build on their strengths, to see new possibilities and challenges in their work - all depend on their capacity to step back from their work and consider it carefully, drawing new insights and ideas about themselves as young learners (Zessoules and Gardner, 1991, p. 55).

In the problem solving reference set project with which I am involved, students are asked to describe how they solve a given problem and then reflect upon what they would like someone to have

noticed while they worked on the problem. The problem I gave an Introductory Foods class was to prepare a meal in a 2 1/2 hour timespan. Some restrictions were placed upon the selections, but generally the students could decide their own menus and work plans. I was surprised to find out that social relationships were more determinant of "success" than the actual choice of project. For example M., age 17, made the following reflection upon her work:

> The work shows that I'm a very good person at cooking. The difficult part was actually getting organized. It was easy to actually do it because by then everyone knew we had to get together to do it. I learned to compromise. Sometimes someone is going to be just as stubborn as you.

H.,(age 15), emphasized the "fun" aspect of the problem but wished it had been recognized in marking:

> I enjoy[ed] doing this problem, my group and I all worked together and our meal turned out perfect. It was lotsa [sic] fun. I would have liked someone to notice the fact that my group and I worked really good together, we have fun, we aren't always serious, but we get everything finished on time and that our meal was perfect!

In both cases, students wanted to be marked on social relationships rather than product. I am struggling with the question of how to achieve "standards" and still acknowledge students' views of their learning. My home economics colleagues involved in the Supporting Learning: Understanding and Assessing the Progress of Learners in Home Economics project have similar concerns. Students requested that they be marked by the teacher, not their peers, whom they perceived as marking on the basis of personality. Other students, when offered the chance for self assessment, asked "Isn't that what teachers get paid for?" An incredible amount of paper seemed to be generated. Teachers commented that "Just because you don't write something down doesn't mean it wasn't successful". Paradoxically, more accountability and documentation are required in more flexible assessment.

Some problems are evident in student-based assessment. What should be done about students who mark themselves excellent on "initiative" but never come prepared to class? Do students have too much invested to give themselves realistic but low marks unless they feel they will have the chance to improve? Would it make more sense to concentrate on understanding rather than constant assessment?

It is my opinion that student-based assessment must be long term. Teachers must readjust their own ideas about assessment, viewing it as a tool, not a result. I found that when my students knew they could improve their marks the second time around, they were mentally more able to notice deficiencies. In my study of practical problems my third phase will be the generating of self-problems and self-assessment.

Conclusion

I see the use of practical problems in authentic assessment as the chance to recognize problem solving as a desirable, measurable skill. With emphasis on practical problems in home economics the students who work at understanding rather than memorizing will benefit. The ones who previously benefited from good memories and reading abilities but absorbed little in the way of behavioural or attitudinal change, will have to make more effort. K., the student who presented a sophisticated analysis of the practical problem, made the following comment which supports this notion:

> I enjoy[ed] working on the problem because it didn't pose the threat that I wouldn't be able to complete it or would be lost for ideas. It also gave me a chance to work on my problem solving skills. I was able to apply them and not worry about being wrong because a problem has many solutions - all correct but some are better.

Something valuable is being achieved in assessment that acknowledges students' own knowledge while enabling them to show the kind of reasoning of which they are capable. Our challenge is to include more assessment of this type.

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Appendix 1: Scorecard for Practical Problems*

Level	Indicator	Points per Indicator	Total Points
0	A choice is made with no reasons	0	0
1	A choice is made with a reason	1	1
2	More than one alternative is considered	1	2
3	The alternatives are <u>compared</u>		
	a. Unspecified	1	3
	b. In terms of the advantages of each	2	4
	c. In terms of advantages and disadvantages	3	5
	d. With one guideline specified for all alternatives	4	6
	e. With more than one guideline specified for all alternatives	5	7
4	The information about alternatives in terms of guidelines is evaluated		
	a. Unspecified	1	8
	b. Using +'s or -'s	2	9
	c. Using rankings (e.g. #1,2,3)	3	10

Example
M. is 15, pregnant and unmarried. She wants to keep her baby and finish school, but her parents are unwilling to care for the baby because they both work. How do you suggest M. and her parents go about deciding what to do about this situation?

Student # 1
"M. should get a job to help pay for a babysitter during the day while she is at school"
Level 0 Score = 0 (one alternative, no reason)

Student # 2
"There are schools for mothers. She can maybe move with a good friend in an apartment or something. Go on welfare."
Level 2 Score = 2 (three alternatives, no reasons)

Student # 3
"M. first of all has to decide whether she wants to finish school or raise a baby because there is no way you can do both, it's one or the other especially since there is no financial support from her parents. M. and her parents may have to decide on giving up the baby for adoption or possibly seek social services."
Level 3 (c) Score = 5 points (three alternatives, gives advantages and disadvantages)

* adapted from Manifold, 1984, p. 117

Ongoing Course Renewal At The Faculty of Education, University of Toronto: Focus on Family Studies Education

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> As we packed, we touched history: scuffed baby shoes; childhood books; school ribbons; faded photographs. Some things we decided to take - just in case. Some things we discarded as no longer useful. On occasion, long-lost items appeared. Memories of good times surfaced; at the same time, it was a relief to be leaving some of the past behind. Again and again, we anguished over the magnitude of the task.
>
> The settling-in process was energizing - but full of surprises. Some pieces fit perfectly; some pieces looked out of place. Here we misjudged effect; there we missed a former convenience. This item found a permanent home; that item was banished to storage. Gaps waited to be filled. There were new things to learn. We "made do" here and there. And we anguished over the magnitude of the task.

Course renewal, like changing houses, is no slight undertaking. To say that each endeavour involves leaving the familiar and travelling into the unknown understates the effort involved. To say that each activity involves sifting and sorting, taking stock, striking out in new directions and planning for the future is also deceptively simplistic. Uprooting of any form is a deeply unsettling, yet rejuvenating, experience.

This paper focusses on the evolvement of my personal construct of teaching, on developments over the last decade that have caused me to rethink that image and concludes with implications for the Family Studies Education course at FEUT and for programs in pre-service teacher education in general . On close inspection, the reader will find that the learning process intertwined throughout the story is itself a concrete illustration of the constructivist principles in which the course is now grounded.

Teaching as Caring and Helping

Until recently, the notion of teaching as caring and helping was a central and unquestioned image in my practise. My personal history is that of a lifetime of stories involving teachers, family, colleagues and students who reinforced this view. My elementary, secondary and university education was guided by teachers who cared. Family support for teachers and education was unconditional and expressed in a framework of caring. A family tradition of service to the community reinforced the message. In choosing the field of Home Economics, I entered a helping profession (Kieren, Vaines & Badir, 1984) and found a network of friends as professional contacts. In my first teaching position, I heard stories of a young staff who had built a warmly supportive and collaborative culture over their brief period together. The teacher education environment I entered at FEUT was, and is still, characterized by professional sharing and support. As a regular visitor to seminars at the Joint Centre for Teacher Development[1], I continue to find commaraderie and mentorship.

The major portion of my career in teaching at FEUT has been situated in Curriculum and Instruction. In this area, the traditional expectation of students is that they will be provided with a concrete foundation in teaching strategies and resources that

are directly and immediately applicable to classroom practise. On the whole, student evaluations confirmed that I acknowledged that need.

Enter Cognitive Dissonance - And Reassurance

Experiences over the last decade, however, have caused me to rethink the kind of help I am providing to students. Four incidents stand out as being particularly significant in creating cognitive dissonance. Together, these incidents have been responsible for each move I have taken toward major course renewal.

Ten years ago, I began teaching a course entitled, "School and Society" (in the former department of History, Philosophy and Sociology of Education). The course was a treasure chest of ideas, questions, debates and issues and a "legitimate" place for their study. Once opened, the treasure chest would never be closed again; the same notions travelled with me to my Curriculum and Instruction Course in Intermediate/Senior Family Studies Education. In total, I taught the "School and Society" course for four years. Increasingly over that period, I heard calls in Curriculum and Instruction for less theory / philosophy and more concrete strategies that work in the classroom. Though I no longer teach the course, the calls continue.

About five years ago, a newly appointed faculty member at FEUT, Dr. Allan MacKinnon, introduced me to the notion of reflective practice. In a seminar presentation to faculty, Allan described his own research and its grounding in the writings of Donald Schön (1983; 1987). With great excitement, I read further, including the work of Michael Connelly and Jean Clandinin (1988). Inspired as I was with the notion, reflective practice soon found its way into my Family Studies Education course. While students' work, in journals and through metaphor, was invariably insightful, my sense was that the pre-service teachers did not see reflection as the stuff of real teaching.

Then, about a year ago, I encountered two journal articles which were particularly disquieting to me. In the first article, Bodner (1986) highlighted the role of "disequilibration" (p.877) in learning. In the other article, Blais (1988) argued that carefully organized, logically sequenced learning experiences may actually be a disservice to students: "Everything is furnished and therein lies the problem. Conventional instruction fails, not because it is poorly executed but because of what it includes" (p.4).

Most recently, I have discovered work by Susan Drake (1991) entitled, "The Journey of the Learner: Personal and Universal Story" (pp. 47-59). The description of her own personal journey in assuming a new role as a professor in education at Brock University's Faculty of Education resonated strongly with my own experience over the last decade . She too had felt anxious, uncertain and confused; she too had experienced self-doubt, frustration, and a state of disequilibrium; she too had heard cries for "right" answers (p.48). Like me, she had wrestled with how she might best guide learners, especially when she herself was a learner along with her students! Her theory of "planned ambiguity as pedagogy" (p.48), in combination with the five-part process of "call to adventure, death, struggle, rebirth and return/service" (Drake, 1991, p.51-52; Miller, Cassie, & Drake, 1990, pp.40-64; Campbell, 1974), spoke directly to my struggle to rethink the kind of help I was providing to pre-service teacher education candidates.

In Drake's work I found a source of reassurance and guidance. On re-reading "The Journey of the Learner", I noted a range of suggestions for helping students make their own journeys. Among the suggestions were comfortable and familiar strategies such as peer coaching, collaborative learning, self-esteem building and reflection on one's

values. These ideas were already part of my teaching repertoire. Other suggestions would require some minor adjustment to my teaching practice. A few of the suggestions would be quite challenging for me to adopt.

Testing New Insights; Facing New Adventures

Have I tested my new found insights? Yes! Although my first test failed, it was learning intensive for me. The test occurred a couple of months ago. I had assembled an example of a concept which we had been addressing in the study of evaluation practices. In pulling the sample together, I had faced quite a few tests and trials. In the end, however, I had experienced a tremendous sense of accomplishment. Being keenly aware that showing students my example would rob them of the powerful sense of satisfaction I had experienced, I waivered. In the end, I relented. But at that very moment I knew I would have the strength to act differently in the future.

Have further tests called me to yet other adventures? Yes! On the suggestion of colleagues, a new book and two journal articles await. Nel Noddings' (1992), The Challenge to Care in Schools, leaves me intrigued; her work will assimilate comfortably into my image and practise of teaching. An article entitled, "Cognitive Apprenticeship: Making Thinking Visible" (Collins, Brown, & Holum, 1991), however, has created considerable cognitive dissonance for me; the four-part framework (modelling, scaffolding, fading and coaching) does not fit comfortably with the constructivist orientation into which I am now growing. Finally, a piece by Michael O'Loughlin awaits some concentrated thinking. The article, "Engaging Teachers in Emancipatory Knowledge Construction," will force me to confront ethical and moral issues that challenge my convictions about the role of the teacher, the purpose of education and the overall mission and goals of Family Studies education.

Reflections on the Journey

My move from an "old place" to a "new place" in my Family Studies Education course has involved a journey which, so far, has spanned a decade. The journey was, and continues to be, characterized by floundering, a state for me both overwhelming and energizing. From colleagues and professional development experiences, I have found substance and support for the ongoing journey. Eclecticism and collaboration have been fundamental to my renewal. At times, there have been more ideas than I thought I could handle. The movement has been both "outwards" and "inwards" (Pike, & Selby, 1988, pp.38-61) and risk-taking has accompanied every step. In line with what Eleanor Duckworth (in Meek, 1991, p. 31) has reported, on second or third readings of familiar materials, I have found myself noticing ideas that I had previously ignored. Such are the processes and the outcomes of transformation.[2]

Implications for Family Studies Education

What, then, are the implications of my personal journey for the Family Studies Education program at FEUT? I am currently reflecting on how I might go about recreating Newman's (1991) concept of a learning-focussed community where teachers and students, as learners together, are engaged in "interwoven conversations". The Story Model (Drake, Bebbington, Laksman, Mackie, Maynes, & Wayne, 1992, p.12), an organizer which blends stories of past, present and future, offers a powerful framework for the outward-inward journey pre-service teachers must make. The model carries the additional promise of nurturing the teacher-as-agent-of-change notion advocated by Dean Michael Fullan (1991, p. 4-5). Graham Pike and David Selby (1993), of FEUT's International Institute for Global Education, argue for a "chaotic" curriculum where

process mindedness (1988, p. 35) is a central feature. A curriculum of complex issues, questions and problems seems very much in keeping with my own experience of learning.

Teacher Education: A Constructivist Orientation

In the conclusion of the book, Developing an Integrated Curriculum Using the Story Model, Drake and her colleagues (1992) advise the teacher to trust ". . . only those [resources] that help your students develop the confidence to risk their own journeys "(p. 75). It is this image of helping that I am now committed to pursue. It is this image that I hope my students will choose to model in their own teaching. Yet, as Duckworth has noted, it is an approach to teaching that ". . . has little to do with the way most of us [and our students] were taught" (Duckworth, in Fosnot, 1989, p. xi). Like my journey, this orientation to teacher-education is constructivist and rooted in two fundamental assumptions:

> . . . knowledge is constructed in the process of reflection, inquiry and action, by learners themselves, and this must be seen as temporary, developmental and nonobjective. (Fosnot, 1989, p.21)
>
> . . . teacher education candidates themselves need to be immersed in an environment where they are engaged in questioning, hypothesizing, investigating, imagining and debating. (Fosnot, 1989, p.21)

Yet, despite its rational appeal to my changed notion of helping, a constructivist orientation to teacher-education is not without questions and dilemmas. Such concerns find root in long-standing debates about the nature of teaching and learning; the structure and operation of schools and school systems; varying perspectives on teaching and learning; and the process and politics of change. Notions of accountability, moral and ethical responsibility, power and control, and self-confidence underlie the concerns:

- Can a pre-service teacher-education candidate, engaged in a desperate search for concrete resources and strategies with which to survive in today's classrooms, accommodate to this image of helping?
- Is such a model realistic and feasible within the time and structural constraints of a consecutive teacher-education program?
- What adjustments to the practicum does such an approach necessitate?
- As a teacher-educator, do I have the skills to guide students along such a journey?
- What are the expectations of stakeholders at each level of education?
- Do pre-service candidates enter teacher education with the expectation of changing or of repeating practice?
- How do schools and school systems view the notion of teacher as an agent of change?
- If an attitude of risk-taking is not instilled in the preservice year, will it ever emerge during inservice teaching?

- As a teacher educator, do I myself model constructivist approaches to teaching and learning?

Renewal in Teacher Education

In Teachers For Our Nation's Schools, Goodlad (1990) reports on the state of teacher-education in the United States. He concludes that ". . . teacher education muddles along with neither a clear sense of mission nor coherent programs." (p.269). There is, he claims , ". . . a great deal of blame to be spread around . . ." (p.268). His findings come as no surprise to those of us in teacher education in Canada. In a nutshell, the reported shortcomings about overall programs and courses, teacher-educators themselves and practicum experiences strike a familiar cord.

Yet renewal and restructuring efforts are the order of the day. Settings for teacher education are changing. In many institutions, intents in teacher education are currently under the microscope. Practitioner-researchers are increasingly active in documenting and disseminating information about outcomes. In large and small ways, many teacher-educators are experiencing a "renewal of personal energy" (Hunt, 1992). (I am one of those teacher-educators!)

But will these restructuring efforts change the way teacher-educators and preservice teachers teach and their students learn? At this early stage, we have few answers. There is one answer, however, that continues to motivate me: ". . . it is at the individual level that change does or does not occur" (Fullan and Stiegelbauer, 1991, p.45). Catherine Twomey Fosnot (1989) captures well how I wish to contribute to renewal in teacher education:

> If change is to occur in teacher education, the new models advanced must be based on what we know about teaching and learning, and they must aim at producing teachers who are decision-makers, researchers, and articulate change agents" (p.xiii).

ENDNOTES

1. The Joint Centre for Teacher Development is a collaborative initiative of the Ontario Institute for Studies in Education (OISE) and the University of Toronto.

2. Dr. Michael Connelly, Director of the Joint Centre for Teacher Development and Carol McKay, a graduate student in the centre, have suggested that the experience of "noticing" may reveal that on second or third readings I am not the same person or that ongoing experiences have help me to see things I previously missed.

NOTE: Portions of this paper were extracted from a paper prepared for the XX Annual Conference, The Canadian Society for the Study of Education, Prince Edward Island, June, 1992. That paper was entitled, Settings, Intentions, Outcomes: A Teacher-As-Learner/Constructivist Approach To Teacher-Education.

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Collaborating for Change in Teacher Education

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At The University of British Columbia, we are in our second year of a collaborative project focused on the student teaching practicum. The project this year involves all nineteen student teachers, ten school sites, and about twenty-seven school advisors (teachers), and two faculty advisors. The project grew from the desire to find a way to work more closely with teachers (school advisors) so they would understand more about our teacher education program, courses, orientations, etc., and we at the university could be in closer touch with the teachers and the realities in their schools. It appeared to be an opportune time to initiate such a project for the following reasons:

1. Curriculum in the province is currently in transition. This reality accentuates the gap between what teachers are doing in schools and the "different" ideas that the university may be trying to advance. This state of transition can be an opportunity for the university faculty, teachers, and student teachers to inquire together about questions of curriculum and pedagogy.

2. Teachers frequently become school advisors because they hope to learn, to gain new ideas, to become more thoughtful and insightful about their own being as teachers (Slocum, 1988).

3. An increasingly common expectation of teachers is to design an annual professional development plan for themselves, a part of which includes peer assistance, coaching or mentoring. There is the opportunity for teachers to create their professional development plans around being sponsoring teachers, to view university faculty and student teachers as helpful peers in encouraging reflection on practice, and to come to view themselves as "teacher educators".

4. There are new expectations on teachers (and beginning teachers) such as being able to plan and take charge of one's own professional development, working in teams or pairs to inquire into one's own practice, and developing some meaning of what it is to be a reflective practitioner.

5. As is becoming increasingly evident, universities are being pressured (in face of limited funding) to find more efficient and effective ways of 'doing practica'.

Our project is a slowly evolving one. It has now had two years of special funding from The Teaching and Learning Enhancement Fund, a special fund within The University of British Columbia. This funding has enabled us to provide materials, and release time for teachers to meet and plan with us as faculty advisors, and with student teachers.

A guiding vision for our project is the notion of a "collaborative resonance" model of teacher education borrowed from Marilyn Cochran-Smith. She states that the goal of student teaching within such a model of teacher education is to "prepare student teachers who know how to learn from teaching by inquiring collaboratively into their own practices and who help build cultures of teaching that support ongoing professional growth and reform" (1991, p. 106). She further describes the distinguishing beliefs inherent in a collaborative resonance model as:

> (a) The way to link theory and practice is through a process of self-critical and systematic inquiry about teaching, learning, and schooling;

(b) inquiry of this kind occurs within a culture of collaboration wherein novices, veterans, and teacher educators alike are continually learning to teach and research their own teaching;
(c) power is shared, and knowledge about teaching is fluid and socially constructed;
(d) the wisdom, language, critiques, and theoretical frameworks of school based teachers are as essential to a knowledge base for teaching as are those of university based teacher educators and researchers;
(e) in the end, the power to reinvent teaching and schooling is located in neither the university nor the school, but in the collaborative work of the two. (1991, p. 110)

We have also built into the project several experimental or novel features, and several approaches for gathering data formative to the ongoing evolution of the project, and research data for deeper reflections on teacher education. Some of the data gathering approaches are:

(a) In the first year, I did before and after practicum interviews with school advisors which studied their experiences of professional development and informed the following year of the project.

(b) Student journals and interviews with student teachers both before and after the practicum, examined their beliefs about teaching, learning and the purposes of home economics. This is continuing with three student teachers from last year who are now in their first year of teaching.

(c) One graduate student is pursuing as her thesis research a similar study with three student teachers and one first year teacher.

(d) Last week Gale Smith and I presented at the Westcast Conference in Vancouver with two school advisors and three student teachers, an outcome of conversations we had to understand the experiences of collaboration for all of us.

(e) We are pursuing with our student teachers this year, the meaning of reflection from their point of view.

(f) We will be asking student teachers and the school advisers for final assessments of the practicum.

(g) This year we are having some school advisors visit other schools to observe student teachers and then monitoring this experience of theirs and what they learned from it.

Our project has been evolving each year. To strive for a collaborative resonance model of teacher education has also meant that we (as faculty advisors) have had to re-think ourselves and our relationships with the school advisors and student teachers. We are in a struggle to see ourselves differently, and this has involved moving away from seeing ourselves as playing a bureaucratic role toward acting, being, and speaking in personally authentic ways. We are struggling away from being seen as the outside evaluator toward being a collaborator in personal/professional and curriculum development. We are moving away from being a bureaucratic 'functionary' toward being a learner and inquirer into our own practices.

Some specific features of the project this year include:

(a) Involving school advisors in doing presentations in our on campus courses, and sharing and discussing with the school advisors, our course and program outlines.

(b) Establishing as early as possible contact between student teachers and school advisors in term one (fall term) of the 12 month program.

(c) Encouraging student teachers as part of the curriculum and instruction course and the practicum, to collaborate with each other in lesson and unit planning.

(d) Placing student teachers in twos and threes in school sites and encouraging collaborative planning, peer assessment, and team teaching among the students and school advisors.

(e) Encouraging collaboration/joint professional development among student teachers and school advisors, including specific curriculum development projects, attendance at conferences, and other professional development projects.

(f) Joint professional development has sometimes meant linkages with other projects, for example, our school advisors have at times been part of other projects in which we are active such as the global education project or the student assessment project that you have heard Leslie, Jane and Gale speak about. These projects are supportive of each other. For example, this year we are trying out with our student teachers the idea of having them create a portfolio of their work and engage in considerable self assessment which are congruent with new approaches to student assessment. Two school advisors and two student teachers in one school are working together to create a grade 11/12 staple foods unit, originating with the *Staple Foods Resource File* produced by the Canadian Home Economics Association.

(g) We have increased our communication with school advisors and student teachers by producing an occasional newsletter as a means of sharing thoughts and events among us all.

Glimpses of Collaboration

As a way of conveying some of the emerging meanings of collaboration, I wish to share with you some quotes which speak to the experiences of the school advisors and student teachers in collaboration. These quotes are only a few glimpses at meaning, because as we know, practica are incredibly complex events containing a variety of contradictory moments. The first quote is a student teacher talking about her experience of collaborating with the other student teacher she has been placed with in one home economics department. She is referring to their team teaching together in one class:

> I find it takes off so much stress, you know that you're not there to carry the whole lesson on your own shoulders...that they remove some of the detail so that you can concentrate and learn on the specifics. So, I really concentrated on the demonstration, for instance, because I'd never really done a food demonstration before last week, so that allowed me to do that. And because I did it in Susan's class and in Diane's class, having Diane there to make sure a kid doesn't sneak out the back door or things like that ...knowing that I could concentrate on what I needed to improve rather than having to be so <u>with it</u> right from day one...I can really concentrate and improve.

An open and collaborative relationship among student teachers and school advisors in a department can have some carry-over to the way student teachers are likely to reach out to other staff in the school. Collaboration and consultations came easier for the student teachers with the special education teachers and the school counsellors. Collaboration within the same school department occurred informally as well as formally. In this school, two home economics classrooms were connected by a common room where the telephone ws located, teachers had desks, and there were chairs and a couch which facilitated easy conversations. The teachers and student teachers frequently moved in and out of this room. One school advisor stated: "I think we do a fair amount of planning together...but it's not planned planning. We just talk". This was elaborated by one student teacher:

> That's right. Donna was sitting there and I was sitting here and she said, 'Well, I don't know what to do about this.' I said, 'Have you thought about having them have an election?' And we talked about this. And she worked out a plan for her business ed. class and then last night we worked out something for her family management night school class, and what they might do for that. Sometimes it's very subtle. You don't realize you are doing it. Because she'll say something and that will make me think of such and such and I'll bounce that back to her and she'll say 'Well, how about blah, blah, blah?' 'Oh, yeah, that's a good idea, and you could do it this way and that way.' And, then that's it.

School advisors have also talked from their point of view about the things they learn:

> I am certainly more reflective on things that I do in class, or what things are important to teaching and what makes a successful teacher. It has me re-evaluate or look again at what I am doing and why I'm doing it. And try to focus more on what is really important and what is not important. So, I think I sorted through some of the things that I do and don't do, recognized some of the things I think are really valuable and tried to reinforce those. I think I'm just generally more aware of what I'm doing and try to put it into more of a context, almost more of a philosophy of education and teaching.

These awarenesses were elaborated on another occasion by this same school advisor:

> One of the things you learn when you're a school advisor is that some of the things that you do, you don't realize that you do them. You learn [and say] 'Oh, I didn't even realize I did that. I could have mentioned that. I didn't even recognize that I have that routine and why I do it. Some things are just more automatic. So this helps me be much more aware of what I know...and what I practice. That's helpful. Very helpful having student teachers.

Concluding Observations

In our desire for collaborative resonance, we as university faculty advisors, with teachers in schools, are I believe, offering to student teachers a more realistic picture and experience of what becoming a teacher is. We are in the struggle together, always trying to do better, to grow, to be, to become, what we believe is important. No one can or does make a teacher in a twelve month program or a thirteen week practicum. We offer insights, support, and basically encourage students to take and make their own becoming -- to claim and construct their own self-as-teacher -- and the desire to continue doing this throughout their careers.

This project has been revitalizing for me, for in collaboration I can also be a learner, I can risk, create, and reflect. The project has enabled us to control some resources and use those in ways appropriate and responsive. As programs are currently facing changes at unversities, we hope to have data and defensible positions based on our work, to influence wise decsions regarding new policies and directions in teacher education. And finally a thought that almost contradicts the previous. I have been reinforced in my belief that it is the people involved in a program that makes the program and not the program itself. Therefore, I continually struggle to find ways to sustain practices that foster care, commitment, and renewal for all of us involved in the student teaching practica.

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Dialoguing for Reflective Action

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Introduction

As professionals, home economics and family studies educators have been giving increased attention to the importance of reflective and critical thinking, dialogue, the links between theory and practice, and social action. For example; Lila Engberg, Gale Smith, Jane Thomas, and Patricia Ulrich included comments related to these concepts in their presentations at the 1993 Canadian Symposium II Issues and Directions for Home Economics/Family Studies. Please see copies of their presentations in this publication of the proceedings. Furthermore, this increased attention is evident in the literature. For example, Vaines (1988) in The Reflective Professional: Reflecting on Helping for the 21st Century points out that:

> Part of our transformation as Reflective Professionals involves new ways of SEEING and THINKING about ourselves in the world. It means reflecting on who we are, what we do and our effects as persons in community. (Vaines, 1988, p. 6)

Strom and Williams (1992) in Lives and Plans: Signs for Transforming Practice Home Economics Teacher Education Yearbook 12 state:

> Enlightened professionals and professional communities typically engage in reflective dialogue about events in their lives in order to transform earlier formulations and practices. (Strom and Williams, 1992, p. 43)

One of this symposium's objectives was to *help educators decide relevant directions for home economics/family studies education.* Unfortunately, most professional meetings end before relevant directions can be discussed and decided. Professionals gather together, report on issues related to practice or research, ask a few questions during a question and answer period, and return to *their* daily lives. Implied within these actions are the assumptions that change will occur if we continue to report and listen or *that* problem-focused action can occur during a brief period of time. *Experts* are to provide answers for those who are not involved and theory and practice are separate.

In addition, our approaches to professional meetings rely on instrumental/technical modes of knowledge and action. Knowledge is that which one knows or has learned (Avis, Drysdale, Gregg, Neufeldt, and Scargill, 1983). Traditionally, it has been assumed that knowledge deals with established facts, methods, techniques, and skills. This form of knowledge is known as *instrumental/technical* knowledge. Vaines (1992) refers to the resulting action as "action in rational-purposive production" (pg 3). In other words, a "particular end is sought and means are decided upon as instrumentally efficient for the accomplishment of that goal" (Brown, 1980, p. 54).

While some may be interested in knowledge for its own sake, home economics and family life educators are generally interested in the action that emerges from the acquisition of knowledge. Action is the "process of doing something or the state of being active or in operation" (Avis, Drysdale, Gregg, Neufeldt, and Scargill, 1983, p. 12). Generally, it has been assumed by home economics and family life educators that when people acquire knowledge (facts, information, skills, and techniques) about how to improve their everyday lives, they will take action.

Reflective Practice and Modes of Knowledge and Action

In actuality there are three modes or forms of knowledge and action. In addition to the *instrumental/technical* mode of knowledge and action, there is *interpretive* and *critical/emancipatory* knowledge and action. Interpretive knowledge is that in which the

> cultural traditions of shared meanings and goals and values of living, active persons are interpreted, where reciprocal understanding between individuals, groups, or cultures is sought, where intentions and conventions are questioned for their appropriateness, and where moral conflicts are resolved. (Brown, 1980, p. 54)

Vaines (1992) refers to this form of knowledge and action as "communicative" since it is used to help individuals and families determine values and goals.

Critical/emancipatory knowledge is used to facilitate enlightenment about the links between interpretive understandings about self and self-within-the-world and the social structures of the culture. It is expected that as enlightenment emerges, action which leans to emancipation from oppression will occur. Vaines (1992) claims that emancipative action helps to free individuals and families from dogmatic beliefs and the "social forces which are dominative or exploitative" (p. 3).

Reflective practice incorporates all three modes of knowledge and action. As the context of individual and family practical problems are reflected upon through dialogue, all forms of knowledge are used as a basis for critical thinking. In this way, theory and practice merge into a transformed professional practice (Brown, 1980; Vaines, 1992).

A Process to Facilitate Reflective Action

In order to implement a change in the usual symposium format and provide opportunities for participants to actually make plans to decide relevant directions for home economics/family studies education, a *Dialoguing for Reflective Action* session was planned and implemented as a conclusion for the symposium. Symposium participants were guided in a process designed to facilitate their reasoned reflections on relevant directions for their practice/research. After all the symposium presentations were completed, participants were asked to select one of five groups to join for the purpose of dialogue and deciding relevant directions. The five groups were organized according to the presentation categories: *Visioning and Strengthening for the Future; Positions and Possibilities on Educational Relevance; Seeking Relevance; Conceptualizing and Changing Practices; Planning and Reflecting on Initiatives in Student Assessment;* and *Teacher Education: Reports and Initiatives.*

The session began with the workshop coordinators, Maryanne Doherty-Poirier and Carol Morgaine, outlining a proposed schedule and accompanying objectives. An overview of reflective practice and the three different modes of knowledge and action were presented to symposium participants. This was followed with a discussion of dialogue guidelines. In order to establish the basis for dialogue, the coordinators, reminded participants that rational reflection leading to action only occurs in settings that allow for ideal speech, or when "the true interests of the participants can emerge" (Carr and Kemmis, 1986, p. 141), when an uncoerced flow of ideas and arguments are allowed, and when participants are "free from any threat of domination, manipulation or control" (Carr and Kemmis, 1986, p. 141). Therefore, the coordinators suggested that ground rules to guide group dialogue be developed by members through consensus. Dialogue groups were requested to tape record their discussions so that embedded themes could be identified for future analysis and action.

Next, participant packages were distributed. These packages contained a copy of the schedule for the dialoguing session, one-page descriptions including assumptions about instrumental/technical, interpretive and critical/emancipatory modes of knowledge and action, dialogue guidelines, and a one page guide for each presentation. Each of the one page presentation guides summarized the instrumental/technical knowledge that had been included in the presentation and listed interpretive and critical/emancipatory dialogue questions. There was space on the one page guides for recording individual and group action plans.

Dialogue within the small groups was initiated by requesting participants to study a picture of several children playing on a tree and to introduce themselves by discussing the child whom they identified with in the picture. Each dialogue/issue group was given approximately 3 hours to dialogue about the issues and then to establish action plans for the future. Close to the end of the dialogue time, groups were requested to record their action plans on flip chart paper and to mount them on the wall. A spokesperson from each dialogue group presented the small group action plans to the large group.

Underlying Processes in Action Plans

After the workshop was completed, the coordinators analyzed and synthesized the action plans on the flip chart paper to identify the underlying processes that were involved. There were five processes identified and they were as follows: *communicating* (dialoguing, acknowledging), *reconceptualizing* (revising, learning, reviewing, exploring, updating, researching, improving, focusing), *collaborating* (organizing, advocating, facilitating, promoting, involving), *preparing* (developing), and *empowerment* (taking charge of change). The words that were on the flip chart papers relating to each process are provided in the information that follows.

1. Communication action plans

Action plans which focused on communicating included: a) create displays about global issues for conferences; b) include global issues in professional conferences; c) inform decision makers/powers-that-be about the importance of *The Ideal Person* in education; d) involve teachers and home economists in dialogue using the Doherty-Poirier reader and/or the Thomas/Smith paper as a basis; e) organize study groups, tea times, etc. in own institutions; f) meet more often at conferences (CARHE, CSSE, etc.); g) revise teacher education program directory; h) survey home economics teachers to find out interests and what they do in global education; i) promote global education through home economics newsletters; j) conduct research focussing on benefits of home economics; k) promote the profession; l) take home economics learning into the community.

2. Reconceptualization action plans

Action plans which focused on reconceputalizing included: a) learn about home economics and global issues; b) improve the label of home economics courses in schools; c) review the structure and service provided by HEIE (feedback to provincial bodies to put issues on next agenda, clarify communication issues, revise the constitution, establish a clearing house); d) keep the focus on "grass roots"; e) develop a proposal for excellence in education; f) facilitate enlightenment about class discrimination between undergraduate home economics education and home economics students at the U of A; g) involve teachers in workshop/leadership development; h) focus on society, technology, social problems, economics, clients; i) update position paper; j) create new mission statement (short & snappy); k) acknowledge vested interests in the profession; l) promote the legitimation of home economics education as career preparation.

3. Collaboration action plans

Action plans which focused on collaborating included: a) investigate collaboration between provincial global education and home economics associations; b) budget for collaborating with teachers; c) create collaborative "districts" for practicum placements; d) organize graduates of home economics throughout the U of A for support and networking; e) organize Symposium III, Toronto 1995; f) use CHEA resources and help from Patricia Ulrich; g) use resources from other provinces throughout Canada; h) use provincial conferences for a workshop; i) use environmental resources centres/global education centres; j) take advantage of IYF; k) work with colleagues in a collaborative manner.

4. Preparation action plans

Action plans which focused on preparing included: a) develop teaching strategies for home economics and global issues; b) prepare a lobbying kit; c) develop school project/student forums on the family/home economics symposium; d) run an open house for home economics teachers and student teachers; e) develop materials for study groups for understanding home economics including philosophy and the three modes of knowledge and action; f) advertise/promote a workshop for home economics teachers.

5. Empowerment action plans

Action plans which focused on empowerment included a) take charge of change; b) facilitate empowerment in others: clients and colleagues.

Themes Embedded in Action Plans

The final activity planned for the participants consisted of requesting the participants to review the action plans to identify themes embedded in them. A theme was defined as a term, concept, or idea that can act as a category topic, or main or overriding ideas. One theme was written by an individual participant on a separate slip of paper. All the themes from the group participants were placed on the table top. Through collaboration and dialogue, the themes were categorized and one or two word labels were created for each category. A number of overall themes were identified and these were further analyzed and synthesized by the workshop coordinators into six themes. They were: *assessment and analysis, awareness, CHEA, collaboration, education, and seeking clarity.*

1. Assessment and analysis theme

Comments mentioned under the theme of assessment and analysis included key concepts such as interpret, study, learn, value, evaluate self, program, etc.

2. Awareness theme

Referring to the theme of awareness, comments that were identified were: learning through reflection; collaboration; need to link, dialogue, and collaborate; need to be able to redefine our identify, our clients, our mission; need to be able to generate excitement for the possibilities for change; relevancy?; connections?; what are we all about?; values; celebrate success.

3. CHEA theme

In reference to CHEA, the following suggestions were offered. We have the answers. HEIE could review its mandate by reviewing its structure; implementing a COLLABORATIVE model based on the family; and meeting needs of ALL home economics educators in Canada including classroom teachers, consultants, university professors, and non-home economics or non-home economics education teachers. We provide service for all; we don't govern.

4. Collaborative projects theme

International Year of the Family could be a vehicle to promote Home Economics and the profession. Planning should begin now and should be grass roots, that is, it should not be dictated from the top down. The collaborative projects that were identified for International Year of the Family included the following: kid's art; calendars; images of family; family tree; local and national family weeks with supporting packages of materials; Premier's Council in Support of Alberta Families; and HEIE newsletter should include descriptions of projects. Home Economists must develop projects collaboratively with local communities.

5. Education theme

The following comments were related to the theme of education: use our own knowledge base; connect with other CHEA members and educators in other disciplines; and practice self-education including life long learning as well as learning new information such as global education.

6. Seeking clarity

The theme of seeking clarity was evident in the following actions that were suggested: communicate; dialogue; redirect our mission; adjust our image; and define and focus our vision.

Summary

One of the objectives of the 1993 Canadian Symposium II Issues and Directions for Home Economics/Family Studies was to *help educators decide relevant directions for home economics/family studies education.* The session entitled *Dialoguing for Reflective Action* was scheduled and designed for participants to achieve this objective. Participants were given an opportunity to dialogue about and reflect on the presentations, by using questions developed from interpretive and critical perspectives, to develop individual and group action plans for the future. Participants had further opportunity to dialogue and reflect. They were requested to identify themes that were embedded in the action plans. Six themes were identified in the action plans. They were: *assessment and analysis, awareness, CHEA, collaboration, education, and seeking clarity.* In addition, five underlying processes involved in the action plans were identified. The five processes were: *communicating, reconceptualizing, collaborating, preparing,* and *empowerment*. In conclusion, the themes and underlying processes that were identified at this symposium provide a framework, including a process, for continuing to create and implement relevant directions for home economics/family studies education in Canada.

Future Directions

The possibility of a 1995 Canadian Symposium III Issues and Directions for Home Economics/Family Studies was discussed. A tentative location for the symposium is Toronto, Canada. To maintain and enhance the momentum generated at this 1993 symposium concerning the direction for home economics/family studies education, a similar opportunity for participants to dialogue for reflective action should be provided at the 1995 symposium.

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