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CANADIAN SYMPOSIUM: III
ISSUES AND DIRECTIONS
FOR
HOME ECONOMICS/FAMILY STUDIES
EDUCATION

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TABLE OF CONTENTS

Opening Comments	
Pat Christie, Etobicoke Board of Education, Ontario	3
Annette Yeager, University of Toronto	5
Annabelle Slocum, University of Western Ontario	8
Students' Perspectives of Home Economics/Family Studies Education	
Linda Peterat, University of British Columbia	12
Bev Pain, University of Saskatchewan	18
Annabelle Slocum, University of Western Ontario	26
Terry Smith, University of New Brunswick	30
Undergraduate Programs in Home Economics/Family Studies: Realities and Issues	
Richard Barham, University of Guelph, Ontario	37
Patricia Jensen, Ryerson Polytechnic University, Ontario	45
Elizabeth Bright-See, Brescia College, University of Western Ontario	56
Home Economics Teacher Education/Family Studies Programs in Canada	
Linda Peterat, University of British Columbia; Bev Pain, University of Saskatchewan	59
Developing a Student Identity: Transition Strategies of Re-entry Students at the University of Manitoba	
Brigitte Weibe, University of Manitoba	65
Perspectives on Leadership in Family Studies/Home Economics Education	
<i>Family Studies/Home Economics Education: Educational Leaders Ahead of Their time</i>	
Gayle Copeland, Wexford C.I., Scarborough, Ontario	71
<i>Problem-Based/Case-Based Teaching and Learning in Family Studies Education</i>	
Annette Yeager, University of Toronto	84
<i>Post Cards From Solvenia: Thoughts on the Meaning of Consulting</i>	
Annabelle Slocum, University of Western Ontario; Lila Engberg, Guelph, Ontario	90
Home Economics/Family Studies Programs Beyond the Traditional	
<i>Home Economics Programs in Manitoba</i>	
Erna Braun, Winnipeg, Manitoba	97
<i>Relationship Between Home Economics and Health Education</i>	
Cathy McLean Stearns, Coordinator; Colleen Grover and Kacy Chow, Forest Lawn High School, Partners for Healthy Living Steering Committee	99
<i>Commitment to Quality of Childhood</i>	
Laurie King, Pine Ridge Secondary School, Pickering, Ontario; Alba Miniaci, Public Health Nurse, Durham Region, Pickering, Ontario	109
Poster Sessions	
<i>Study/Action for Gender Equity in Home Economics</i>	
Ellen Hall, Surrey School District, British Columbia; Linda Peterat, University of British Columbia	114

<i>The Perceptions and Experiences of Boys in Family Studies Classes</i> Annabelle Slocum, Lorraine Manners, Gina Bruschi, University of Western Ontario	119
<i>Issues of Gender in Traditional Education within Families During the Transition Process in Romania</i> Daniela Sirbu, Scientific Research Center for Youth, Bucharest, Romania	123
Home Economics/Family Studies Programs in Transition	
<i>Reflections on New Brunswick Education in Transition: Positioning Ourselves for Excellence or Survival?</i> Mary Breau, New Brunswick Home Economics Association	131
<i>Career and Technology Studies: A New Opportunity for Home Economics Education</i> Jacqueline Skytt, Alberta Education	143
Poster Sessions	
<i>Global Home Economics/Family Studies Education in British Columbia</i> Gale Smith, University of British Columbia	152
<i>Global Home Economics Education Initiatives in Ontario</i> Joanne Harris, Joanne Mackie, Susan Beckerson, Ontario Family Studies Home Economics Educators' Association	154
Global Perspectives in Home Economics/Family Studies Education	
<i>Global Education and Home Economics Teacher Education: Considerations of Pedagogy</i> Gale Smith, University of British Columbia	155
<i>Integrating Global Education into Home Economics Teacher Preparation Programs: A Collaborative Model</i> Patricia Ulrich, Canadian Home Economics Association; Gale Smith, University of British Columbia	163
<i>The Effectiveness of Global Education Workshops</i> Sue McEwan, Ontario Education	174
Taking a Position: Building Coalitions for Action	
<i>Current Directions and Future Possibilities for Home Economics Curriculum in Canada</i> Linda Peterat, Jennifer Khamasi, University of British Columbia	183
<i>OHEA Instant Package to Promote Family Studies Programs</i> Lois Musselman, Ontario Home Economics Association	193
<i>Leading the Leaders</i> Bev Murray, Ontario Family Studies Coordinators Council	195
Action Plans: A Personal and Collective Agenda	
Linda Peterat, University of British Columbia	201
Symposium III Participants' Addresses	211

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Opening Comments

Pat Christie
Etobicoke Board of Education, Ontario

Good evening everyone. It is a real pleasure for me to welcome you to the Canadian Symposium III and to welcome you to Toronto - actually welcome to the city of Etobicoke! For those of you who are from out of province, you may not know that metropolitan Toronto is made up of six municipal areas of which the city of Etobicoke is one.

My name is Pat Christie. I am the coordinator of Family Studies and Cooperative Education for the Etobicoke Board of Education. I have responsibility for overseeing the delivery of Family Studies programs in Etobicoke schools from grade 6 to grade 13.

We have 52 delegates registered for this symposium. We're delighted with the response particularly in light of the tough economic times we're currently all facing. I believe we have representatives here from every province from B.C. over to Ontario and New Brunswick. So we're a little light in our representation from the eastern provinces, but I'm sure New Brunswick will fill us in on what's happening in the Eastern region.

It is timely that Ontario is hosting this symposium this year because of what is happening in the province. Almost two years ago the government of Ontario identified the need to set new directions in education to ensure that Ontario youth would be well prepared for the challenges of the 21st century. They established the Royal Commission on Learning and for approximately 20 months a six member delegation has travelled the province visiting a variety of educational institutions, talking to educational administrators, teachers, students, parents, business and the community at large. They held forums and heard briefs from any party who wanted to speak out. On January 26, their five volume report, **For the Love of Learning**, was released with some 167 recommendations. I think it is safe to say that for the most part, it has been well received both by educators and by the general public.

David Cooke, the Ontario Minister of Education and Training, is acting quickly on some of the recommendations and he has made several announcements this past month implementing some of the recommendations. There's no question that the report is going to result in some significant changes to education in Ontario. I know you'll be hearing more about this report from the Ontario speakers over the weekend.

On February 7, the Ontario Ministry of Education and Training released the document, **The Common Curriculum**, which outlines the focus of curriculum delivery from kindergarten to grade 9 for Ontario schools. Elementary and secondary teachers particularly in Ontario are currently being faced with significant educational changes.

Along with all of this, provinces are all facing economic cutbacks that impact on education. Across Ontario the past few years we've seen Family Studies/Home Economics programs

cut/reduced/folded into other programs both at the elementary, secondary and post secondary levels. And I don't need to tell any of you how cutbacks are impacting on Family Studies/Home Economics programs across Canada.

In my own city I feel fortunate indeed for the support of Family Studies. Etobicoke is a fairly built-up area but two years ago a replacement school was built - with a beautiful up-to-date Family Studies facility. Last year the decision was made to add a four room addition to a school in the north of the city - and one of those rooms was a Family Studies classroom!

Currently a unique school setting is under construction in Etobicoke - expected to open in January, 1996 - Humberwood Junior Middle School. It will be a shared multi-use facility and will accommodate students from both the separate and public schools. Sharing the space will be the City of Etobicoke Parks and Recreation and the Etobicoke Public Library Board. And there was never any question whether a Family Studies facility would be part of this exciting project - and all at a time when the Etobicoke Board of Education is faced with cutting over \$20 million from this year's annual education budget.

Family Studies as a program in the city is valued as a key component of both elementary and secondary curricula. I know I am fortunate to have this support. I think it is critical to have a strong middle and secondary school program to feed post secondary programs.

At this time I am pleased to turn the microphone over to Annette Yeager, professor of Family Studies/Home Economics Education, University of Toronto. And do enjoy this symposium and the reception at the end of the evening.

Canadian Symposium III: A Journey Toward Renewal and Development in Home Economics / Family Studies Education

Annette Yeager
Faculty of Education, University of Toronto

Welcome to Ontario! The planning committee of Canadian Symposium III hope that your trip was pleasant and that the symposium will fulfill your expectations. The program is rich and the registration, as you can see, is strong. All conditions are right for a satisfying and productive weekend.

Preparations for the Journey

For some months now, I've been playing out in my mind the journey that is ahead of us this weekend. In that regard, I've been keeping my eyes open for ideas that might get us started on that journey and sustain us along the way. I've also been puzzling over a possible final destination.

By way of preparation for the journey, I've assembled a map and some tools. A map that seems to capture well the journey ahead of us is The Story Model (Drake et al., 1992). This model evolved during the course of work on a project on integrated curriculum funded by the Ontario Superintendents' Curriculum Cooperative. Adapted from a piece of work entitled, *Personal Mythology* (Feinstein & Krippner, 1988), the basic premise of the model is that... "we make meaning by telling stories" (Drake et al., 1992, p.9).

As in The Story Model (p.12), our stories this weekend will be set in different time frames. We'll hear stories of current programs in Home Economics / Family Studies and of issues and challenges in the field. We'll hear stories of current successes and of change across the country. Other stories will remind us of our past. Some of these stories will shed light on present dilemmas and lead us to a re-examination and clarification of the values and beliefs that have guided our work over the years. As in the model, we'll share stories which capture our visions of the future. As a guide to her envisioning the future, Drake and her colleagues direct us to "...[integrate] the *realistic* from the ideal story and the *necessary* from the projected story" (p.12). Finally, we'll be telling and hearing stories that speak to the need for "... a personal plan which will facilitate the new story becoming reality" (p.12). As the story model depicts, it will come as no surprise to us that our personal stories are interconnected to cultural and global stories. This is a journey, Drake and her colleagues remind us, that "...requires an openness ... a willingness to tread unknown territory and the continual motivation to seek and make the interconnections that are around us" (p.viii).

The tools I chose are metaphorical and selected to encourage us to look at Home Economics / Family Studies differently. As Rolheiser-Bennett & Stevahn explain (1992, p.2-5):

When you want to see something more clearly, understand it more fully, or view it from a novel perspective, it helps to reach for a variety of tools to enhance your vantage point. Perhaps you pick up a mirror for personal reflection, looking at where you presently stand as well as remembering where you have been. You may grasp a magnifying glass for closer inspection of your surroundings, to look beyond the surface and read between the lines. Maybe you peer through a wide-angle lens for a panoramic view, allowing you to see simultaneously many facets of a situation. Or you might gaze through a telescope to gain a sense of long-range vision, of future

possibilities.

Each tool serves a different function, illuminating different angles, bringing different perspectives into focus.

To these tools, I have added three others: a teleido-kaleidoscope; a computer drawing tool; and a compass. As described by Sidney Parnes (Dixon & Lahe, 1992) a teleido-kaleidoscope has "...bits and pieces, but also an opening through a lens that goes outside so that you can turn the drum . . . and see different patterns, but you can also move it around into your external environment and get different patterns that way" (p.229). Both the teleido-kaleidoscope and the computer drawing tool open us to the unlimited potential of Home Economics / Family Studies. Both tools remind us of the dynamism, responsiveness and flexibility of the field. With the teleido-kaleidoscope, there is an enhanced "... possibility of connection-making" (p.229). With the computer drawing tool, one is in complete control. Inspired by Barth's reference to the value for 20-20 vision of keeping a well-polished compass of one's personal mission for education in hand, (1990, pp.157-159), I packed that tool as well.

The personal tools represented in this group of individuals are legion. Represented here are exceptional teachers and researchers. As a sampling only, creative and critical thinking skills, organizational, communication and inquiry skills are present in large measure. These and other skills and abilities are the tools we utilize and model daily and the tools we endeavour to strengthen in our students.

Along the Way

As we travel along the way, some lessons from Roland Barth and Michael Fullan may serve as useful and constructive guides. Roland Barth, author of *Improving Schools from Within: Teachers, parents and principals can make the difference* (1990), offers the first lesson for us as we move along our journey. Barth comments:

It is important, therefore, not to ask, "Have we reached the star yet or are we at 'north' yet?" The more realistic and helpful question is, "How much closer to the star or to the compass course are we today than we were last week?" (p.158).

A second lesson from Barth may be labelled, 'Self As Citadel.' Barth claims, "Visions will come from within us - or not at all. We will wait forever in futility for someone to provide us with a vision..." (p.158). As explanation, he quotes from a piece of writing:

I travelled a thousand miles to find a vision. I came to the citadel of learning, for surely Harvard would have the vision I needed. I asked and probed and thought and reflected. I questioned and looked from person to person.

I found visions. Many of them. They came in all sorts of shapes and sizes. They were large ones and modest ones. There were complex ones and simple ones. They all seemed to fit - yet none of them fit me. Why?...

And I discovered that I can look to myself. That I am rich in resources and thoughts and ideas. That the future, my future, lies not out there but inside me. (pp. 158-159).

The third lesson comes from Michael Fullan. In a book entitled, *Change Forces: Probing the Depths of Educational Reform* (1993), Fullan argues that "...moral purpose and change agency...should be married" (p.18). And so they will be at this symposium. Underlying each of our papers, reports and poster sessions is our moral purpose. The session Sunday morning is devoted specifically to change agency. As Fullan claims, "...moral purpose and change agency separately, but especially in combination, are as yet society's great untapped resources for improvement" (p.18). Our goals for Home Economics / Family Studies education are surely to be strengthened by our efforts to address these two interrelated resources this weekend.

The Destination

The final consideration of this journey is our destination. Drawing again from Rolheiser-Bennett & Stevahn (1992, p. 2 and 5), quotations by Henry Miller and Marcel Proust offer inspiration:

One's destination is never a place, but a new way of looking at things. Henry Miller (1891-1980)

The real voyage of discovery consists not in seeking new landscapes, but in having new eyes. Marcel Proust (1871-1922)

A new perspective? New eyes? What destination do you have in mind? Dare we risk being surprised by where the journey takes us?

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Dialogue as Conversation
Annabelle Slocum

Opening Comments at Symposium III
Toronto, March 3, 1995

Welcome to Symposium III. I am Annabelle Slocum, the person to whom you sent your abstract and registration. Hopefully you received your preliminary program and location information in time to make optimum travel and accommodation arrangements. I am pleased to announce there are 53 people registered and here for the Symposium, many for the first time and some for their third symposium.

Canadian Symposium I occurred in 1991 in Winnipeg. It arose out of a perceived need to talk about issues we face in curriculum and teacher education throughout the country. Symposium I provided a special designated time and place for dialogue that often only occurs at other conferences during informal times between sessions, over a meal or in talk just before going to sleep. It offered a forum for presenting positions and reports of what is happening in provinces from the ministry level to the classrooms. Symposium II held in Calgary in 1993 continued the dialogue.

In planning for Symposium III, Annette and I continued the tradition of not including concurrent sessions in the program. This allows us to attend all sessions as one group and gives us a chance to engage in a more immediate and serious kind of dialogue that does not usually happen with simultaneous presentations.

In organizing the program for Symposium III we took into account the evaluations from Symposium II. The comments were encouraging. They also made us a bit nervous. It wasn't a question of how to improve the symposium but of how to continue the tradition of such a successful meeting. Strengths were spoken of in terms of: excellent organization, great value, variety of topics, good quality of presentations, and a chance to dialogue and network nationally.

Recommendations for 1995 suggested more time for dialogue after each group of presentations. We have arranged for this to take place in small groups to encourage more participation through informal dialogue and in asking questions.

Dialogue as Conversation

I want to talk briefly about the conversation sessions and question period segments of the program as an invitation for us to engage in and continue the dialogue begun in Symposium I and II.

Thinking about the recommendation of more time for discussion/dialogue after each group presentation left me wondering about the notion of discussion as a form of dialogue. What are some common ways in which we speak about dialogue? Re-reading the proceedings from Symposium I and II, the words debate, argue and conversation joined discussion on my list as forms of dialogue. As I began my investigation of the phenomenon of dialogue I was not considering it a problem to be solved but rather a question of meaning to be explored. My inquiry led me to the etymological dictionary (Weekly, 1967) in search of the root meanings of these words.

- Argument finds its roots in the french word *arguere* which means to prove.
- Debate finds its roots in the french word *debattre* which means to fight.
- Discussion finds its roots in the Latin *descuiter* which means to agitate and *quater* which means to shake.
- Conversation finds its roots in the Latin *conversari* which means to dwell with, to turn about with.

Dialogue in an academic and professional setting is often spoken of as, having a debate, making an argument or holding a discussion. We go to meetings and seminars, write papers and give presentations, in settings that foster debate, argument and discussion. We may leave feeling we have won if we are successful but angry and alienated if we are ignored, silenced or dismissed. In the structure of our modern society the pressures of our workplace and the conditions of our professional life are such that feelings of frustration and hopelessness are a continuous concern. We often say "my life is out of control", "work is crazy", or "things are just too hectic here".

Conversation on the other hand is usually not considered a serious form of dialogue in the academic and professional community. It happens between sessions, over dinner, or sharing coffee in the staff room. Conversation often begins with chit-chat. It is our way of coming together, extending our greeting. It continues as a topic of mutual interest emerges. As we become animated by the topic, true conversation begins. Sometimes we feel guilty as if we are wasting time. At the same time, we feel invigorated by those moments when we strike up a conversation, or reassured as we fall into honest conversation, heads lowered, voices serious. We allow ourselves to be carried away by the topic as we investigate it, asking questions and listening attentively. The structure of conversation is a backwards and forwards, question and answer, circular and spiral movement (Jones, September, 1994).

To be a good conversational partner one is open to the unanticipated, the unexpected. We expect to learn something new, to see something from a different angle, like the images of dialogue I've been talking about tonight. If we come to conversation from the point of view of knowing it all before we start we fall into a debate or an argument.

Conversation is a way to open up a topic, of testing the possibilities, to come to new understandings and new meanings (Gadamer, 1975). Let's take for example, the ordinary

topic of tables. We're going to be sitting for quite a while at round tables this weekend, listening, questioning, and eating. The round table itself demanding we sit and talk in a circle, encourages interaction. As home economists we'll probably notice how the table is set for our meals. Most of us have most likely taught table setting at one time or another to our students. How do we expect a table to be set?¹ What items are on the table? What items traditionally belong to which meals? Why are items placed in certain spots? How do you set a table according to the convention of our culture? What happens if a person is left-handed? Or comes from another culture and is unfamiliar with our Western culture item? What patterns are found in other cultures?

Responses to these technical questions yield information on skills about how to set a table according to certain conventions. This practical information has many uses inside the home and when dining out. But what has not been asked? What are we assuming when we set a table? What does a set table tell us?

Unlike these technical questions, interpretive questions are concerned with making connections with where others are at, with their personal, practical and particular knowing. Interpretive questions of meaning and understanding are interested in bringing to light what others know about things, asking them to elaborate on their perspectives and perceptions. Questions like these are interpretive questions: how do you feel when you eat at a set table? Will you and your family tend to appreciate the food and the preparation of it more? Are matched table items necessary? Must we have good dishes to set the table? What is the meaning of a set table to a child who seldom gets breakfast, has no matching dishes and whose family almost never sits together for a meal? Or for the child whose parents manage a restaurant? Or for the child who lives in an institution? For the child whose mother works in the china department? To the son whose father owns the china store? What are alternative methods for serving a meal? What would be the basis of deciding?

Another form of questioning that contributes to opening up the topic is critical questioning. These questions are concerned with social injustices and whose interests are being served. For that matter, whose interests are being served with a set dinner table? What are we assuming when we set a table? In order to have a set table what responsibilities exist? Where do our ideas of table setting come from? What is our global awareness of table setting? Critical questions build on the technical and interpretive questions in their concern for raising awareness of current power relations and inequities in the world (Jones, September, 1994). This may spur some interesting conversation this weekend.

As I was thinking about all of this I was reminded of the way the Romans built their famous roads and arches. They were aesthetic and structural masterpieces. Roman architecture reflected the Romans' spirit and imagination. The opening in the centre of the arch allowed light and air to enter and water to flow through. To provide a way for roads to cross over waterways an arch was built. Specially cut stones, each with its own tension, were arranged on a curved line so as to maintain their position by mutual pressure, like our questions bridging our different opinions. The work proceeded in a rhythm that allowed each side to rise. The workers were aware of each other's pace in a mutual concern to prepare the

place for the keystone. There could be no working at cross purposes. As in our conversations the point is not to out argue each other but to consider the weight of the other's opinion and test it out through questioning. The art of questioning demands we be able to prevent the suppression of questions by a dominant opinion. The art of conducting a conversation consists not in trying to discover the weakness in the other's opinion through argument, debate, or discussion, but in hoping to bring out its real strength to see if it stands up or can be justified, or as we say, holds water (Jones, September, 1994). There could be no race to be first, there was to be no winner and no loser. The builders must work in tandem always focusing on the moment when the keystone would be placed. With the keystone slipped in place the strength of the arch was in the mutual pressure between the stones. The workers could then stand under the arch and the keystone with confidence, knowing it would not collapse.

This is a loose metaphor, but I imagine our conversation sessions here in a similar way. The topic for each presentation is our keystone. As we question in a back and forth manner, encouraging each voice to be heard, we focus on the topic towards coming to new meanings and deeper understandings. We can then stand under the topic with confidence. A series of these arches supported the weight of the road. Carrying the metaphor a little further I look forward to our conversation sessions as the building of a series of arches, providing a solid foundation on which to take a stand in order to build our road as a foundation for coalitions for action, during our Sunday session.

Note:

- ¹ I would like to acknowledge the contribution of Greta Scanlon to these questions in a lesson plan on table setting developed for A Conceptual Guide Framework for Home Economics Curriculum in Maryland (1989, p. 73).

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Students' Perspectives of Home Economics/Family Studies Education

Dr. Linda Peterat, Faculty of Education, University of British Columbia, Vancouver

Madeleine Grumet (1994) has described curriculum as the "sediment that remains" after many of our intentions have seeped away. The image of sediment suggests curriculum as "that which remains."

This study has been a search for what remains of home economics/family studies education for students years after schooling, as time has washed away our intentions and learnings are "sedimented" in the lives of students. Our findings are very preliminary. Participants are not easy to find. Yet the stories are important glimpses of curriculum from students' perspectives.

The Project

Two years ago, four of us (Beverly Pain, Annabelle Slocum, Theresa Smith, and myself) across Canada began a never ending study of collecting stories of students' experiences in home economics/family studies classrooms. We each took responsibility for gathering stories from four different regions of the country. We wanted to focus on students' experiences during the past twenty years. The late 1960s and early 1970s were eras of curriculum reform in which home economics expanded and courses focusing on family relationships and child studies were introduced in many provinces, signaling a departure from the previous clothing and foods emphases. In these years, home economics/family studies also expanded in many provinces, including more students than ever before and more males than before. We currently have very little data on what students gain from home economics/family studies classes, or what they find useful as teenagers or in later life. Historical analysis and critique of home economics/family studies frequently relies still on perceptions or data from the turn of the century, when the courses were first introduced into the schools (eg. Riley, 1986). Because there are few centralized examinations of home economics/family studies courses in the provinces, there is incomplete data on student achievement and outcomes. Thus, there is little data to inform us about the relevance of these courses, and little basis from which to argue a position on their place in the current or reformed curricula in the provinces. This project has received funding support from the Canadian Home Economics Association Foundation.

In my region of British Columbia and Alberta, we sought peoples' stories through newspaper articles, advertisements, and radio interviews. Interested individuals called and were sent a questionnaire. Some sent letters in direct response to a newspaper article. Announcements also appeared in home economics teachers' newsletters and names of past students were offered by teachers. I have also used a snow-ball approach of asking one participant to suggest someone else they know and in this approach I have conducted telephone interviews with participants.

The Stories

Some study participants were eager to tell their stories although they had taken home economics/family studies longer than twenty years ago.

Jean's Story (1927-1930, Vancouver, student grades 6 - 12).

In grade 6, Miss Magdaline Aske, our teacher for all subjects, was also an excellent seamstress. We had a pedal Singer sewing machine in the corner of the room. While the girls had sewing, the boys went down to the basement for target practice with a real rifle. This was 1927-28.

The only article of clothing we made was a white cotton smock, short sleeves, which was to be pulled over our dress when we took cooking next year. Miss Aske demanded and usually received perfection. Stitching had to be perfect or we had to pull it out and do it over again - and again, and again, if necessary. I still have this smock and am amazed that an 11 year old could hem with such fine stitching.

The next year we walked to Alexander School about six blocks west of Secord, one morning a week to learn cooking. I'm sure we learned basic hygiene and cleanliness in the kitchen, but of course you remember the things you cooked. We baked a cake, by hand, no electric mixers then, and because some had to wait for an oven to be free, we were encouraged to use the time doing extra beating. The same with bread -- extra kneading, resulting in superb products.

Toward the end of our year we invited our mothers to lunch -- creamed salmon on toast. This taught us to make a cream sauce, and how to make an acceptable lunch from a can of salmon. We were also taught how to serve this day.

From grades 9 - 12 we had Miss Hathaway for sewing and we made one garment a year. I remember making a wool jumper, a skirt, and several dresses during those four years. If you finished your project early, we were encouraged to make another.

I honestly can't think of anything I learned in those years that was not useful. The saving was the most useful to me as it was depression years and it was cheaper to do your own sewing than buy ready made. These courses were the start of our learning to sew and cook, skills that you never lose. I still do all my baking, including bread, rolls, cookies, cakes, pies, muffins, etc. These days, doing your own baking is a real money saver.

When we had two small boys, I took a night school course in tailoring at Vancouver Technical School and made trousers, coats, sometimes from my old suits and sometimes from new material.

Voices from the 1950s and 1960s

I grew up in a very disorganized and messy household. My mother did not like to keep house, she preferred to work outside. She had four children in quick succession and we lived in poverty. I was raised on a dairy farm which provided us with a good quality and quantity of food. [Home economics] courses were the only ones that had some relevance for me. As I was required by my parents to take university entrance, most of my high school was spent doing French, Science, and Math. Home Ec was a bright spot in my day. It was an opportunity to do, not to just sit and listen. I now know that I am a tactile/kinesthetic learner and I need to be doing things with my hands. I learned sufficient and enjoyed what I was doing in high school home economics that I went on and took a degree in home economics.... (female, age 52, Cloverdale, student in grades 8 -12).

While taking [home economics] courses especially cooking, I felt a little self-conscious as most of the home ec. students were girls. I learned to cook and not be afraid of the kitchen, washing dishes, and keeping everything clean. I learned healthy eating habits, nutritious foods, balanced diets, a little about calories, fats, and junk foods. Last June I volunteered to work in the kitchen with a [teacher] cook who also volunteered to cook for the special needs kids. I was the only male there in the kitchen and was able to prepare gravy, salads, potatoes and my past experiences came in very handy. It makes me feel good to know people are happy with the cooking. I enjoy it. It's a hobby. I find myself collecting recipe books and contributing recipes to fund-raising projects-cookbooks. So that has come in very handy for me since I batch. One day I may put out a cookbook. (male, age 53, Fort St. James, student 2 years in Trinidad)

Sewing and cooking, food preservation, etc. got me through some tough times as a single parent. Home ec training aids me so often in later pursuits -- money saved is incalculable! I became a florist/instructor of floral design. Still use skills learned in high school for custom

weddings (including setting the head table or whatever else is needed). House design helped me design a pretty flower shop.... I do alot of custom work, such as formal buffet settings for art shows -- I make the salmon paté as well as the floral designs -- all goes back to Home Economics. The bonds formed between myself and the other four girls in my final year in Home Ec. have survived to this day. I think there is an elemental satisfaction in recognizing the undeniable usefulness of food production or home care and child care. P.S. I've had young as well as retired men in my bread-baking classes, and feel they are a segment of our society interested but largely "unapproached" in home-care related projects. (female, age 52, Enderby, student in grades 9 - 12)

I still remember the muffin method and make great baking powder biscuits. I fall back on my sewing techniques all the time. I had an excellent Home Ec. teacher in grades 9 - 12. Because of her I learned a lot that I still use today. I consider the #1 factor the teacher. I also made friends in these classes that I still have today. (female, age 43, Vancouver, student in grades 8 - 12)

I think 30 - 35 years later I appreciate all the basics I've mentioned. I work with so many who have no idea how to cook a roast, bake a cake, or sew on a button. They don't know where to find out either. I was interested and my mother nurtured it. (female, age 48, Campbell River, student in grades 7 - 12)

Voices from the 1970s

The majority of Canadians will retire below the poverty level and nothing is being done with the education system to give Canadians the financial tools for long term security and success. i.e. I never heard of dividend tax credits, covered calls, stop loss orders until years later (male, age 37, North Vancouver, student in grades 8 - 12)

As a teenager -- [sewing] a bib apron was not useful. Learning needlework was because it became one of my teenage hobbies. Learning how to make practical clothing at a time when sewing your own clothes could save considerable amounts of money was useful. The cooking class was not very practical - much needless time was spent copying out recipes. The dishes which we had to make were not very tasty or practical to me. The classes (gr. 9 - 11) provided me with a chance to unwind; I thought of them as stress-beaters. I was especially appreciative when I could take my time - not have to hurry - on a project. The end result gave me a sense of pride and achievement, and I think taught me patience (at least, the virtue of). (female, age 30, Burnaby, student in grades 8 - 12)

As a teenager...I guess the cooking was most useful -- I can remember making at home the things we made at school. When you look back you realize that you really did learn more than you thought. The cooking basics were learnt then and that has been a basis for cooking as an adult. I still do the same things as I learnt in the classroom -- the organization, doing things according to a recipe, etc, using all four food groups. The sewing has helped as I continually use it as an adult. I learned to read a pattern -- how to cut out, fabric selection, etc. and although I don't sew that often -- I am able to when I want. It was fun having my cooking partner (who still is my best friend) to cook with. I enjoyed cooking and still do. It made me feel good about myself, making these things and they turned out OK. (female, age 33, Burnaby, student in grades 7 - 11).

By the time I reached grade eight, I had already had about two years of cooking at home with my mom so I found the least useful experiences were the easy baking recipes. The sewing experience was negative. I felt inadequate and nervous most of the time because of the pressure to get the job done right. I was very afraid to make any mistakes because I might waste fabric, etc. (female, age 28, West Vancouver, student in grade 8)

I had positive experiences in all the foods courses because it was very social. You worked on a project as a part of a (male & female) team, and you could eat the results. The Living Dynamics was a bit of a disappointment. I felt at the time it would cover issues and lead to some "self discovery" regarding politics, religion, sex, abortion, business, etc. The course felt like a 1950s home ec. course on how to make a pleasant environment with material objects; not explore the range of topics and issues one can become a part of or explore to learn real dynamics i.e. female/male relationships, how to deal with stress, racial and discriminatory remarks, etc. (female, age 31, North Vancouver, student in grades 8 - 12)

Least useful to me as a teenager...being the girl in a family, I got the chore of cooking a meal for my family every week, while my brother mowed the lawn. I would have liked to mow the lawn too! Because my sewing and cooking projects always turned out well, I was labelled a 'goody goody.' The basic cooking was too basic for me. I was already used to cooking and helping in the kitchen so some course work was redundant. The sewing skills still come in handy ... I make some of my own clothes and a lot of my own outdoor gear, and I have enough skill that I am able to help my friends with their sewing projects. In spite of a lot of the cooking being basic, I think it gave me the confidence to pick up a new recipe and try it. because boys never took cooking or sewing I find that many men have no appreciation of these skills -- particularly sewing. I have had several male friends ask me to make or mend something and they seem to think that it takes mere moments to sew things and that fabric costs next to nothing. (female, age 33, lethbridge, student in grades 7 - 9)

The assumption of the six weeks (in grades 7, 8, & 9) was to expose us to home economics (under the title of "bachelor survival") -- we saw it more as a role reversal, where the boys did home ec. and the girls did industrial arts. In many ways I think the experience was positive, but in other ways, it still reinforced gender roles. Me and the rest of the guys saw the six weeks as more "fun" than educational. The fact the switch-over was only for six weeks reinforced this. In our school, all boys took industrial arts, and all girls took home ec. -- there was no other choice in the matter. Even the title "bachelor survival" implies that guys only need these skills until they get married. (male, age 28, Calgary, student in grades 7 - 9)

Most useful as a teenager...making clothes that were very noticeable and fashionable... and reading Frances Moore Lappé's Diet for a Small Planet. During home ec. in grade 9, 16 - 13 year old boys were put into home ec. after much lobbying of the principal. Half-way through the year a fight broke out and a few appliances, windows, and walls were damaged. The collective punishment for every boy in this class was suspension from home ec. until my marks in every course was both above 50% and averaged above 60%. I believe I finished my school year because of that punishment. (male, age 35, Edmonton, student in grades 9 and 12)

Voices from the 1980s

Most useful as a teenager...learning how to calculate in metric; learning how to read symbols on tags on clothes. Least useful...making an apron. Overall it was positive yet my teacher obviously wasn't happy teaching so was quite strict. Everything had to be so exact -- so much conformity. I wish there had been more experimentation. I'm not talented in this area and felt too rushed. Otherwise, I'm glad I was required to take it. (female, age 21, Kelowna, student in grade 8)

Most useful as a teenager...the relationship between a man and a woman, since this is when I met someone very special. Least useful as a teenager...textiles and clothing; I

wasn't interested in sewing. There's so many things (that have helped as an adult), but the seriousness of life -- that life is precious. How children depend 100% on adults to support and protect them; the seriousness of marriage. Since I didn't learn much at home, I was able to pick up some tips that help in being a good wife! (when the time comes). When I did well, there was a really good teacher that told me so! (female, age 27, Mackenzie, student grades 8 - 10)

Most useful as a teenager...knowledge of making a variety of foods. Advanced foods...useful to help determine if I wanted to further my education in Home Ec. and to find a job after graduation in a fast food place. The most useful to me was obtaining sewing knowledge because I did a lot of sewing at home. Human development -- there wasn't anything in this course useful to me as a teenager. Child care -- very useful as a babysitter. I see no reason for learning the information that was taught in [human development]. The debates about moral issues (abortion, euthanasia) had me more confused. At that age all we did was laugh about all the "sex information." I don't think anything I learned was useful to me then and now I don't believe the school is the place to teach moral issues. I feel now that sex is such a wonderful thing and to bring it into a school atmosphere is ludicrous. It is not taken seriously and STDs and birth control would be a joke to the "It would never happen to me" youth. The only part I thought was interesting and informative was the journey of the life of an embryo and fetus. (female, age 30, Prince George, student in grades 8 - 12)

I am presently a school teacher. When I look back on all my courses (biology, math, physics, etc.) nothing has been more beneficial to me than my foods 10/clothing 10 courses. It was definitely a positive experience and literally changed my whole lifestyle. I enjoyed my teacher but especially enjoyed learning something so practical and useful, something I could use for the rest of my life. I never learned these things at home. After taking the course, I changed my eating/fitness habits and they are still with me today. As a result, I have experienced better health and the ability to prepare all types of food with success as well as make wise decisions about clothing and caring properly for them. basically, I use it everyday. (female, age 24, Crossfield, student in grades 7 - 10)

Summary

The most interesting stories are gathered from individuals willing to complete the survey. The language and expressions of the individuals recall to mind students we have known and draw me back into the classroom to make connections between things I have taught or seen taught and the experiences the people describe. The voices presented above were selected to show a range of perspectives and are partial responses since some respondents wrote at great length. People's own words captured in these stories reveal surprises in what is spoken of and the words chosen to describe their views. Examining the decades even briefly through these stories reveals the shift in home economics content as well as people's expectations. Home economics in the 1950s and earlier holds certain stereotypes of conformity, rigidity, exactness, order, and standards. In the 1970s, people want more on human relationships, coping with dual roles in daily life, etc. Thus if we listen closely, we do hear the changing expectations people have of courses according to the ways they read the demands of their daily lives. If we wash out the sediment in the stories people tell, we can hear both many strengths of home economics/family studies courses as well as absences in courses which could be valuable components of programs. We may hear more clearly what we wish to contain as sediment and the parts which may be let to wash away.

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**Students' Perspectives of Home Economics/Family Studies Education
An Interim Report: Manitoba and Saskatchewan**

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Introduction

This national study was conceived by Linda Peterat, University of British Columbia. Three colleagues from across Canada willingly agreed to collaborate: Terry Smith, University of New Brunswick; Annabelle Slocum, University of Western Ontario; and Beverly Pain, University of Saskatchewan. Funding for the study was obtained from the CHEA Foundation. The study is ongoing.

The focus of the study is students' experiences during the past twenty years. The late 1960's and early 1970's was an era of curriculum reform in which home economics expanded and courses focusing on family relationships and child studies were introduced in many provinces, signaling a departure from the previous clothing and food emphases. Enrollments also expanded in many provinces, and more young men enrolled in the courses. We have to this point very little data on what students gain from home economics/family studies classes; what they find useful as teenagers; or what they have found to be useful in later life. Historical analysis and critique of home economics/ family studies still frequently relies on perceptions or data from the turn of the century, when the courses were first introduced into schools. There is little data to inform us about the relevance of these courses over the last twenty years, and little basis from which to argue a position on their place in the current or proposed curricula in the provinces.

Procedure.

Each researcher took responsibility for collecting stories from a specific region. Smith was to be responsible for the Maritime region; Slocum, to be responsible for Quebec and Ontario; Pain for Manitoba and Saskatchewan; and Peterat for Alberta and British Columbia. Given the national nature of the study it did not matter where in Canada students had taken their home economics/ family studies courses. When courses were taken outside the researchers region, the stories were forwarded to the appropriate person.

The subjects were former students in elementary/secondary (grades 7 - 12) home economics classes in Canada. A snowballing technique was used to obtain our subjects. Newspapers, other media and personal requests were used to invite former students to participate.

The data were collected by means of a questionnaire which was developed for the study . Some follow-up telephone calls were made to those who indicated a willingness to be interviewed. Participants had the option of providing their names and addresses. If they did wish to include their name they were assured that it would be kept confidential. This information was provided to participants in a covering letter. The procedures were approved by the Ethics Committees in each of the researchers universities.

Manitoba and Saskatchewan Findings

To date I have collected 22 useable questionnaires. Beth Smith assisted in the collection of the Manitoba questionnaires. Collection has been difficult and time consuming. However the quest continues. The age range of the participants has been 18 years to 50 plus years. While the upper end was outside our initial parameters, given the desire of these participants to tell their stories, they will be told. Three men were a part of this group and they ranged in age from 18 years to over 30 years of age. Participants had spent from one to six years of their schooling registered in at least one home economics/family studies class, for an average of 2.5 years per participant. The majority of classes were refereed to as home economics.

It would appear from the responses that the focus of the majority of these, at least in the early grades, was on foods/ nutrition and clothing/textiles.

What students remember learning/doing

There was a wide range of responses, but concentration of responses centered on the two areas of foods/nutrition and clothing/textiles. The majority of remembrances involved “hands on” learning experiences..

Remembering foods and nutrition. While some participants just said “cooking”, many were more specific. Food preparation was an important component. The emphasis was on learning basic skills and preparing a variety of foods. As [23] put it “Cooking and meal planning was what the course was all about. I do remember learning a lot of what to do in the kitchen and proper meal planning. I think it helped to give me some of the basics”.

What might have been considered some of the basics? [10] and [16] mentioned learning measuring of solids and liquids; [20] included preparing a grocery list , organizing and preparing a complete meal and serving it to a guest; [20] remembered the “clean up”, [16] “learning how to do dishes properly”, and [05] “cleaning the kitchen area thoroughly” and “table etiquette”.

Participants remembered trying a variety recipes. This variety was, however not appreciated by [04] who wrote “Remember making bread pudding, egg in the nest - awful stuff - would never make it again....tuna bake which not a whole lot of grade 8 enjoyed”.

Remembering clothing and textiles. Again, many participants just stated ‘sewing’. It does, however appear that the actual hands on experiences were what were remembered: choosing of the material; choosing of the pattern; laying out the pattern; cutting out the garment; sewing the garment; and, yes, sometimes even wearing the garment.

[02] We learned and practiced sewing. We did a few sewing projects such as pillows, stuffed animals, and a choice of an easy pattern. Both hand sewing and machine sewing was practiced. We learned to be able to

read a pattern and also to be able to buy fabric. Reading a pattern and buying fabric was very basic.

- [04] Remember making an apron which was alright, as I needed one, plus learnt the basics of sewing on an electric machine. It was great. (The next year [04] took home economics again, and while continuing to not find much of value in the "cooking" she took that year, found the sewing component to be alright. She is now writes about her grade 8 experience.) Remember making a bedspread and curtains for my bedroom. That was alright as I needed one. So that was useful so can't complain.
- [19] (grade 9) We learned how to use an electric machine; all about patterns, different materials, how to pin and cut out a pattern.
(grade 10) We used more complicated patterns; put in a zipper and button holes.
(Grade 11) We used material to be matched - I sewed a "houndstooth wool" two piece suit - We had to model our creations at a fashion show.
(Grade 12) We used brocade material and made an ensemble, dress and jacket, and were encouraged to sew our own graduation dresses.

What was most useful as a teenager?

Many of what was reported as remembered, was what was deemed useful in relation to "cooking and sewing". These were the practical skills that were learned in class. What was not reported as remembered but was considered to be most useful was what home economics contributed to was the development of the self. The building of confidence, pride, independence, and self-esteem.

- [01] Self-esteem - I [acceled] in this area and did not enjoy academics.
- [09] The most useful - probably the success I experienced in the course in general, the increased self-esteem I experienced. Learning sewing was very valuable to me because I loved clothes and didn't have many. This offered a light at the end of the tunnel in terms of improving my appearance and again increased self- esteem.

- [11] Pride in appearance.
- [14] The foods - made me more confident to help at home. Was able to try "new" recipes.
- [19] Every bit of it was - we lived on a farm with a big family. I loved bringing home my new skills to use in the kitchen. We did not have "fast-food" available to us and being very independent, I needed to know as much as possible so that I could move to a big city and live on my own.

What was least useful as a teenager?

There were few responses in this category. Two participants, [01] and [20], mentioned being assigned sewing projects; [07] the actual sewing of the project; [13] embroidery; [05], naming the cuts of beef; [3] child development theory; [04] specific recipes; [13] making a recipe book; [17] cleaning the kitchen; and [23] learning how to do dishes.

What has helped the most as an adult?

The confidence building and preparation for daily living were mentioned here.

- 02 I have learned how to do basic cooking and basic sewing, because of these school courses. These courses have made me able to further myself now as an adult - to try things on my own.
- [03] The skills of basic cooking and sewing have been useful to me in my adult life and family life.
- [05] Sewing skills for alteration purposes.
- [14] As adult - clothes have to be patched or mended, especially coveralls. The clothing program gave me the skills to prepare torn fabrics, replace zippers on parkas - pants, etc.
- [12] Manage my own meals and washing.

- [11] Confidence as a homemaker.
- [09] My enjoyment of the classes and excellent marks definitely influenced my career choice. I knew I wanted to go to university and I wanted to choose an area in which I could be successful. I have no regrets.

How was this experience considered?

The experience was rated overwhelmingly as a positive one.

The hands on experience was very important. As [22] put it " I had a good time in those classes. I remember being more interested in the hands on work - actually accomplishing a task - ex. Blouse, P. J's."

Only one participant gave home economics/family studies a negative rating, while I believe, still recognizing the importance of the subject area. [08] took home economics in grades 9 and 10. This was the story:

- [08] Nothing was useful as a teenager or as an adult....Remember making a skirt and that the teacher spent much more energy on her relationship with another teacher than in teaching us. Not a pleasant experience at all. If home ec would have been my only experience in domestic engineering and not had the benefit of a quality home experience, I'd be totally inept.

Teachers definitely played an important role, in combination with the discipline, in creating the responses:

- [21] I enjoyed the courses and my teacher made learning fun.
- [20] I feel the Food, Inter. Decor., and Family Life were all positive, because it was relevant to real life and it gave us as students a chance to voice our concerns about our lives, and our future without being condemned. Our teacher was fairly open-minded and did not voice her own opinion or force it on us. A lot of us used the skills we learned in our own homes. (20 is now pursuing a career as a home economics educator.)

- [09] Experiences were very positive. Course content was interesting to me. The teacher was the only female teacher I had in Jr. and Sr. High School.
- [10] Positive, it helped me realize how important a lot of it would be to me in the future. I liked the teacher and the hands on things.
- [11] Positive- good teachers, committed, knowledgeable. Liked the opportunity to learn basic skills. I would have missed a lot if I hadn't had these courses.

While there are those who feel the home economics/family studies content area should not be taught in the schools, none of these participants expressed this. While [08] was very thankful that she could learn some of the substantive content at home, she registers disappointment that her teacher did not focus on teaching them home economics. Others seemed to view the teaching as a partnership. What [17] saw as important was the "interaction between students and students and teachers and students, caring teachers, interest of parents." One participant expressed it like this:

- [23] The course was very informal and very informative. I learned a fair bit about food prep and food handling in this course....I did though come from a family where meal prep and proper nutrition was always present. So, as far as what I learned - just strengthened what I feel I already knew.

The parents are also often very busy people, as [16] noted, the courses were "very useful, my mother has no time to teach me". Nor should they be expected to know it all. As [02] pointed out, "your parents are not there to teach you everything all the time."

Summary

The Manitoba and Saskatchewan participants to date, feel very positive about the home economics classes they took in school. Teachers contributed to the positive experience. The students enjoyed the practical nature of the subject area, the hands on activities, and saw the area as important in building self-esteem. It was seen as a subject area which prepared them for real life. [06] is now encouraging students to take home economics so “they will learn different things that will be helpful as they become adults”. Given the responses in this preliminary report, I hope home economics classes will continue to be a part of the curriculum, and that the stories will continue to be told.

Students' Perspectives of Home Economics/ Family Studies Education

Annabelle Slocum, The University of Western Ontario

Introduction

Stories are being gathered from Ontario and Quebec in this part of the study. The descriptive questions on the questionnaire are:

- Thinking back on what you studied in these courses, what was *most useful* to you then as a teenager.
- Thinking back on what you studied in these courses, what was *least useful to you as a teenager?*
- What did you learn in these courses that *has helped you (or not helped you) as an adult?*
- Do you consider your experiences in these courses to have been positive, negative or neutral? Why? What was it about the course that made you feel that way? (consider teachers, topics, activities, other students, parents, etc.)
- What did the respondents say to us about: Ways that home economics is valued and by whom?

Reading the responses, I focused on ways home economics is seen as relevant/irrelevant in contributing to:

- ☞ the everyday life of the home
- ☞ future employment
- ☞ self-esteem
- ☞ the ideal of the person educated in home economics
- ☞ advancing knowledge in our subject area that is in itself worth knowing
- ☞ a global perspective
- ☞ gender equity in families and society
- ☞ what it means to be a human being living in a family in all our connectedness and interrelatedness.

Respondents' Stories

Rita's Story:

I took a 3-year course in Home Economics at a High School in Quebec City which I considered "super" - I graduated in 1944, which puts me in another era.

Coming from a workingman's home where the kitchen facilities were very limited and seeing the spanking new kitchen and sewing facilities at the High School, I opted for that course. It was sheer delight! As part of the sewing course we carefully made white aprons to be worn for the cooking part.

We learned about basic recipes, nutritional values, how to shop for food, how to set the table. We even cooked and served a full course meal for some 20 visiting hockey players and practised our best serving procedures.

The home economics course opened up an invaluable path for my ever-present interest in food preparation from all countries - it also reaffirmed my interest in the foods of my European parents. Today in my kitchen, I blend and enjoy the aromas of all types of cuisine. There is also a comfort feeling in food that was sparked by the home economics course.

Ann's Story:

I took home economics in the late 50's and early 60's.

From sewing I am able to make most of my children's clothes and many of my own.

The foods and nutrition course helped me feel confident in preparing meals for my children and for entertaining.

I had a high school teacher as a role model who encouraged me to become a Family Studies teacher.

Joanne's Story:

I took home economics in the late 50's and early 60's near Toronto.

I had 2 exceptional teachers in High School. One of them is still involved with OFSHEEA. The other is quite elderly and retired some time ago but introduced me around when I started going to CHEA in the early 70's.

I liked the skills and making things and that I had something to show for what I was learning at school.

Jane's Story:

I took home economics in the late 60's and early 70's in Peterborough, Ontario.

My teacher had a definite impact on me in my early learning, not just of cooking but of life and patience in general. It wasn't till years later that I learned a lot of herself had rubbed off on me and I was grateful. At the beginning of the month we did an experiment to show how important cleanliness is. We were told to wash our hair an hour before school, dry it, and come to class at 9 a.m. We took one stroke of our head with one hand after washing our hands, and then placed our hand in a petri dish. The next day we were able to see the germs that had grown and were amazed, a very impressive experiment. I dreaded having to leave that semester and go to the sewing five months.

In the cooking end of things I like to experiment now. I still make a mess of the kitchen but when it's all cooked and cleaned up, it tastes great. However, my family isn't into much at the ages of 2 and 5 other than sandwiches and jello.

Adele's Story:

I took home economics in the late 60's and early 70's in Scarborough, Ontario.

Obviously, most of my experiences in sewing had a positive, long-term effect, because I learned a skill I still use and I would have trouble doing without.

Cooking was another matter. I never cooked until I moved out of my parents' home (3 years after my last home economics course). Suddenly, I needed to start remembering things. Mostly, I learned by trial and error. Even today, I avoid cooking. I prefer to have my husband do it. I think I should have started cooking at home when I started taking home economics: Then I could have applied what I learned. I think Mom would have let me cook if I'd shown an interest.

Debra's Story:

I took home economics in the late 60's and early 70's near Niagara-on-the-Lake. I remember my experiences as largely negative, but in retrospect I see I had a good grounding, but at the time I thought it was useless, silly and a waste. A large problem was the dinosaur attitude of the teacher. Also, there was *no sensitivity* to class and ethnic differences.

Linda L's Story:

I took home economics in 1972 - 73 in Arthabaska, Quebec. I remember it was the first time an adult was so equal with me...and I was good at what I did - so she was very encouraging. I learned to do my own clothes that year and I still use my little tool box every time I work on a project!

Home economics gave us a chance to socialize with girls only - with a woman teacher. It was that year that I met my 2 best friends, actually while we were hand-sewing, we had these great (and, so serious!) discussions on life, marriage, what we wanted to accomplish...and thinking of that - boy! Were we young, it makes me smile!

This teacher was a single 27 year-old woman. I had a very good example in front of me...she was single, knew how to cook, sew, was interesting and funny!...(and got married the next year!). It was nice just to be with her. I remember that I felt "off beat" a lot in these years and she helped a lot just by pointing out every good thing I did.

Janice's Story:

I took home economics in the 70's in Norwood, Ontario

Home economics planted a seed that people had the ability to learn and improve their live.

It helped me dream dreams I really didn't think were possible, but today I sit in my home which with the help of my husband we built together seventeen years ago.

Sheila's Story:

I took home economics in the early 70's near Montreal.

At that time I thought it was a negative experience. Home economics was a girl's course. I wanted to be in the wood shop but didn't even know how to ask how to, or even if I could take a "boy's" course. My choice was home economics or band! Both teachers (sewing and cooking) were impatient, classes were overcrowded. Now, I am happy that I did take the course as I remember a lot of things I learned then. These are not the sorts of things I would have learned at home.

Allan's Story:

I took family studies in 1983 in Iroquois Falls.

It provided me with the basics for activities of daily living. We knew how to make meals and mend our own clothing. As a teenager it was very helpful that at least one of the guys on the canoe trip knew how to cook something besides marshmallows or weiners, it also provided me with the basics to learn more skills. The most useful part of this course was that after taking home economics I was not afraid to venture into the kitchen and create something and to this day I still do. It also helped eliminate the thought that cooking and sewing were only for women.

Joan's Story:

I took home economics in the 1930's and now live near Montreal.

I read your article in the Montreal Gazette re "Remember Home Ec.?"

I would like you to know that I still have my old scribblers from our Domestic Science courses.

All this education certainly came in handy when I married. In fact I used the notes I was given in my eighth and ninth grade re making bread, canning, making jams, etc.

I wish you success in your research, but I thought having a scribbler for 50 years says a lot for home economics.

♦ As We Continue To Gather Stories:

There is much in the responses to our questionnaire that is reassuring and positive as well as fairly predictable. We can use all the good things that respondents wrote about their experiences in home economics to support our current place in schools. What is significant for us in our concern for curricula, practice and policy?

We might ask ourselves: What sort of professional development do these responses suggest we ought to involve ourselves with? Considering the ways home economics/family studies is seen by the respondents as relevant/irrelevant, what does this indicate for the sort of research and scholarship we ought to engage in that would best serve the interests of home economics and those it seeks to serve? In what new ways ought we to frame our curriculum as we come to understand our practice differently toward becoming awakened to new places to begin our praxis?

STUDENTS' PERSPECTIVES OF HOME ECONOMICS/FAMILY STUDIES EDUCATION

Terry Smith, Faculty of Education
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INTRODUCTION

Stories are being gathered from the Maritime Provinces in this part of the national study. Interested individuals who studied home economics in public schools during the past 20 years have responded by questionnaire following requests through newspaper articles, announcements and personal contacts by other participants.

Analysing the responses at this stage of the study, I focused on two sections of the questionnaire:

- What did you learn in these courses that has helped you (or not helped you) as an adult?
- Do you consider your experiences in these courses to have been positive, negative or neutral? Why? What was it about the course that made you feel that way? (consider teachers, topics, activities, other students, parents, etc).

Following are some of the respondents' stories relating to each of these two questions. All stories are from females, and I have indicated approximate age as well as location and province of schooling.

What Has Helped or Not Helped as an Adult?

•It helped to see the need for courses that break from the traditional (one on one with a desk!), and that learning can and should have some "fun" built in. I learned that success is measured in many ways; not just regurgitating facts from a book and that creativity is individual and important to everyone. There are many ways to complete a task but some are more efficient than others. I learned to be more understanding of peoples' differences (St. Stephen, NB, over 50 yrs old).

•Sewing - I would not be able to sew a thing. The only experience I received in this field was in our home economics classes. Until then a sewing machine was a foreign piece of machinery to me. Cooking - Now I can see the importance of healthy nutritious meals. Childcare - I found that having my own children gave me the experience to raise them. It was not from what I learned in class (Saint John, NB, 40-50 yrs old).

•It helped now that I am married and on my own with a family to prepare good nutritious meals. With myself and all my family being short I mostly use my sewing for alterations (Saint John, NB, 41 yrs old).

•Through my knowledge of sewing and textiles, I know it has helped me greatly as an adult. I can sew or repair most any-thing - zippers, hems, or make an outfit for myself or my two daughters. I was able to teach basic sewing to adult education classes, when we lived in Maine, for three years (a very rewarding experience). Foods and Nutrition have helped greatly in cooking and meal planning for my family. It does not put me out any to cook for 4 or 24 people. I have held parties for up to 30 people and planned both buffet and sit down meals. Without the background, many people find this very difficult. I can cook anything from bread to dessert to relishes and do not feel uncomfortable with the results. Family Living and Child Care have also helped with my family. My children are well rounded individuals, who have given me no problems which we have not dealt with as a family unit. Being able to talk to your child is most important in solving problems in family life -an open relationship which I feel I learned from these courses (Centreville, NB, 40-50 yrs old).

•In sewing I learned skills I still use today. I have made my own curtains, home decorations, quilts and frequently make presents for gifts and to sell. I have made quite a few items to wear, even making my own wedding dress. My sewing skills have come in handy for repairing a wide variety of items for my family and I have even "invented" a few articles to fit a singular need. Sewing, for me, is a hobby and is something I like to do in my spare time. My daughter enjoys having a mother who can customize something for her and provide a unique item nobody else will have. I have found it very useful in home decorating as a doll or cushions can be made to match drapes or bedspreads to give a custom look to a room at a lower price than retail plus most retail stores don't have special decorating items to match drapes or bedspreads (Summerside, PEI, 40-50 yrs old).

•Setting goals that at first seemed impossible. We had to finish what we started. Helping others was very satisfying even when a few times the same people later made fun of me and used my skills to their advantage. Many of the methods of teaching practical skills in Foods and Sewing were learned best in Grades 7 - 10. The teacher was a kind of mentor that set excellent standards and expected us to achieve the best we could. I was surprised how many actually finished the projects and all of us learned beyond what we would set ourselves (Port Hawkesbury, NS, 45 yrs old).

•As an adult, cooking taught me the importance of measuring ingredients accurately and also several terms such as saute, etc. Sewing and child care really didn't teach me anything useful for adulthood. They were not all that interesting! (Saint John, NB, 34 yrs old).

•I can't think of one thing I learned in Home Ec that has any bearing on my adult life what so ever (Plaster Rock, NB, 30-40 yrs old).

•Sewing - now as an adult and having the sewing machine to work with I make a lot of my own curtains, valences, costumes, etc. and without the course in Home Ec. I would never had known where to start with these projects. Food and Nutrition - All the food groups which we learned about was a very important factor when I became pregnant as good eating was top priority and also when my child was born it was important he ate properly. We try to follow good eating habits as a family now (Moncton, NB, 35 yrs old).

•The sewing helped - I have had several cottage craft sewing jobs in the past few years and made crafts for craft fairs, etc. The cooking did not help - just because of my lack of interest (Fredericton, NB, 30-40 yrs old).

•Everything I learned in the courses helped me a bit. It I have any complaint it is that the courses were not as long or as extensive as they could have been - at that time only girls took home ec. and those who pursued it past junior high "were dummies"!! so we were led to believe. In retrospect - I realize now that home economic courses teach very valuable life skills that every students should be taught. P.S. I still have my scrapbooks from my home ec. class and the file card recipe index (Newcastle, NB, 30-40 yrs old).

•My continuance as an avid sewer has earned me much well deserved recognition. I have won awards and I find it is an excellent stress reliever. My love for cooking has allowed me to provide cooking courses in the community at a food establishment/retail store (Saint John, NB, 20-30 yrs old).

•Unfortunately, nothing that I can remember learning in Home Economics has helped me as an adult. Any ability I have developed in the cooking/creative line has come to me after junior high school. What would have helped me would have been lessons on budgeting household expenses and housekeeping (washing clothes, cleaning house, etc.). Also, meal preparation would have been an asset (C.F.B. Greenwood, NS, 20-30 yrs old).

Were Experiences Positive, Negative or Neutral and Why?

•I would say my experiences in these courses were positive. I remember looking forward each week to go to another school for our domestic science class. Our cooking teacher used to ask every week how many tried to make the recipe at home after we had our cooking class. This encouraged us and of course my mother was always happy to allow me to try any new recipes (Sydney, NS, over 50 yrs old).

•I consider the Home Ec. Course in High School the most important part of my schooling. The math and sciences were not my strong point but I could do well in other subjects. The negative feelings concerning this course came from other students who were taking Academic training at the time. They could not see the value in this course. My ambition at the time was to be a dietitian though this didn't pan out, but looking back I don't think career opportunities were emphasized enough in this course. But, we also did not have school counsellors at that time.

Today, I feel that this type of course integrated with other social (public) studies plus computer skills and sciences such as biology (which we did have), the environment etc. has great potential in the classroom. The student today should be as prepared with practical skills as well as the knowledge derived from books, as we were in the 50's. If anything, more practical skills would be advisable for many children who get lost in the system due to family or social problems which were not a factor to most of us in the 50's.

I can't help but notice other people's shopping carts in a supermarket line-up. Very young couples with a baby will have frozen dinners, pop, chips, seldom many fruits, vegetables etc. It's expensive and gives them little nutrition (Boiestown, NB, over 50 yrs old).

- Neutral. Too sexually segregated and stressed traditional role of females instead of developing alternative lifestyles, ie. allowing females to take shop or allowing males into home-ec. But it was beneficial in that it did develop some sense of family planning (Saint John, NB, 20-30 yrs old).

- Positive. Excellent teacher in Junior High School. She really loved the subject. I loved foods because eating a healthy diet is so important to me (Saint John, NB, 30-40 yrs old).

- Negative. Teachers were still quite old-fashioned and taught about the stereotypical role of girls to grow up to be a housewife and homemaker vs. the boys to grow up and have a career outside of the home. Did not like the lack of choices given to students. Did not take Home Economics beyond grade eight (Brooklyn, NS, 30-40 yrs old).

- I consider my experiences positive as an adult looking back now. But while taking them it was not a happy time in my life; so without confidence; it was a chore. My grade 1 teacher was abrupt and lacked compassion. But I loved the other students (Saint John, NB, 30-40 yrs old).

- My experiences with these courses were positive. I feel they are worthwhile and useful for students of all ages and abilities (Hillsborough, NB, 30-40 yrs).

- I consider most of my experiences to be positive. We were generally encouraged to think and discuss what we were learning about, this seemed to help me remember what was taught. Most everything that I was taught in "Home Ec" I use every week as a parent. The art of sewing on a button or hemming a pair of jeans should be taught to each boy and girl. These are basic life skills, we all need them! (Florenceville, NB, 30-40 yrs old).

- Positive because I enjoyed the class in the practical perspective, but I found the lecture part of the class slow. My teacher was sweet. It was an all female class (the boys took "shop"). I found home-ec relatively rewarding and pretty easy (Kingston, NB, 20-30 yrs old).

- I consider my experiences in these courses to be positive because I used a lot of what I was taught in my everyday life. Sometimes it was the teacher, sometimes I just enjoyed learning, sometimes we did group activities and that made it really fun. I enjoy learning how to cook most of the time it was because I had a good teacher (Saint John, NB, 20-30 yrs old).

- Home Economics was my favourite subject throughout junior high school, always making good marks. I learned a lot of valuable information which I use everyday as a mother, wife, and nurse. The only negative experiences were some of the teachers I had. I would have enjoyed trading off with the boys, to take shop and learn woodworking and the other

subjects that they studied, but at the time that was not a consideration (Saint John, NB, 20-30 yrs old).

- My experiences in this course were very positive, but I feel this is not due to the course content but to the teacher. She made learning interesting and provided wonderful projects to make it fun. I could have been a boring lecture class, but we had many group activities, discussions, and debates (Hillsborough, NB, 20-30 yrs old).

- Positive experience because when you get beyond content material and look at the fundamental skills you develop by being enrolled in home economics programs, you can rate the importance on a very high scale. Developmental skills, cognitive, behavioral and social, are all vital components to a healthy, productive person and courses in home economics tend to heighten this area (Fredericton, NB, 20-30 yrs old).

- I consider my experiences in these courses very positive. During my junior high years, home economics was always a course I greatly enjoyed. Although (unfortunately) I can not recall a great deal of details about these courses, I do remember that at the time they seemed like the only relevant thing I was taking in school. I was fortunate to have very enthusiastic teachers which made these experiences even more enjoyable (Saint John, NB, 20-30 yrs old).

- Positive. I'm still using the information 10 years later (Woodstock, NB, 20-30 yrs old).

- I feel that my experience was a positive experience because many times I will still think back to a certain recipe that we made in class and I will pull it out and make it now! There are many recipes that I will never forget, since I enjoyed them very much! I also really liked the teacher that I had because she was a very caring, considerate person, which helped to set the tone in our class (Plaster Rock, NB, 20-30 yrs old).

- The courses were very positive. It made me feel talented at something. The teacher was great. She treated everyone so kindly, you were never scared to try or to fail. I really appreciate (and others do to!) my cooking skills for I have found most women my age (24) "cannot" or "do not" want to cook and wish they could, yet refuse to try. "Domestics" have been ignored for a long time as insignificant (and "womanly") but now people realize their importance (Chipman, NB, 20-30 yrs old).

- Overall positive. The foods and nutrition teacher was a definite asset, while the clothing and textile teacher's attitude and personality really detracted some people's enjoyment/benefit of the course. I basically enjoyed the topics and content, but the lack of textbook was a huge detractor. I think more emphasis should be placed on healthy lifestyle choices and proper diet and nutrition. These skills and that information have to last a lifetime (New Germany, NS, 20-30 yrs old).

- I consider home economics in junior high a positive experience. This may be due to the fact that the teachers made the information fun and interesting. I also felt this way because

the topics were very interesting to me and I felt I could use this knowledge in the future (Sydney, NS, 20-30 yrs old).

- My experiences in foods and clothing were positive, because of (a) the teachers, and (b) the concrete product – i.e., these were active courses, productive (Sydney, NS, 20-30 yrs old).

- Neutral. The course really taught me a lot. I liked the staff (teachers). The topics got boring sometimes. As for activities, they went by too fast. You really didn't have time to grab on to anything. Sometimes the students could get pretty loud, its hard to concentrate. But not always. The parents don't really tend to get involved in this class. They always worry about the other subjects. Home Ec. is just as important (Saint John, NB, 20-30 yrs old).

- It was a neutral experience, because everyone was not taking it as serious. The teacher was ok, but I felt she didn't want to stray too much from the curriculum and try something different and exciting (Moncton, NB, 20-30 yrs).

- I consider these experiences to be neutral. It was more a fun time (period) in the school day than a learning experience (Fort Augustus, PEI, 20-30 yrs old).

- There were both positive and negative aspects to the courses. On the positive side - I would always look forward to a full morning or afternoon on non-classroom learning. If we were not doing activities we would sit in a circle and the atmosphere was more casual than the regular classroom. There was more discussion and I felt more comfortable about speaking up. The teachers (there were 3 different teachers for each sub-course) were all friendly. In grade 9 there were boys in the Home Ec classes for the 1st time and I think this was very positive in breaking down social barriers between boys and girls and helping us understand each other.

On the negative side, I often felt very uncomfortable in Family Living and Cooking class because the whole approach was very middle class and my experience at home didn't reflect what I was learning about families in Family Living, and what I learned about proper table setting and other techniques in cooking class. For example, I remember being mortified when other students saw me buttering a pan with my bare fingers as I did at home. The teacher had taught us to use a piece of wax paper. In Family Living class I often felt like an outsider because of the mainstream values taught. I was embarrassed to be the only student who didn't consider cleanliness to be a necessary characteristic of a potential date (for example). I often hid my real ideas and went along with the ideas of my teacher and the rest of the class even though they were often foreign to me. There may have been other students feeling uncomfortable and hiding it, I don't know. I felt like my lifestyle at home must be bad or wrong because it didn't fit in with the majority of students' and the teacher's opinions (Antigonish, NS, 20-30 yrs old).

- Although I did well in academic courses, Home Economics was always a favourite of mine. It was a positive experience because it covered areas of interest to me, and my teacher taught us (and allowed us) to enjoy it (Saint John, NB, 20-30 yrs old).

•I think that my experiences in these courses were very positive. Everything I learned were things that I needed to know, and things that I used. I think it would be more effective if Home Ec was offered all three years of Junior High. My teachers of these courses were very good, they made everything seem very interesting, and the topics we learned about were extremely important (Saint John, NB, 20-30 yrs old).

•I feel my experiences were very positive in these courses. I enjoyed all of my teachers and found them to be very interesting. I especially agree with "on the job training" but I think it should be extended. It gives you an opportunity to see if you think you would like a certain job (Saint John, NB, 20-30 yrs old).

•My interest in home ec started with junior high classes partially due to the teacher and partially from an interest in the course content (especially sewing & cooking activities). My only frustration was not being allowed to complete a more involved sewing project since I had the skills to do so. (I can understand the teacher's reasons for doing this now that I'm teaching sewing skills to students) I remember helping other students who got frustrated with sewing - It still gives me a lot of satisfaction to be able to teach someone sewing skills (Saint John, NB, 20-30 yrs old).

•My experiences were positive because I use my sewing and cooking skills today. I didn't learn as much at home than I did in Home Ec (Saint John, NB, 20-30 yrs old).

•I consider these courses were very helpful. They were a positive experience. They taught me many things that will be helpful. The thing that made me feel this way was the teacher because she was there for the students and wanted to get the point across. The topics were very interesting. The other students were very active especially when it was a topic that everyone wanted to talk about. My parents were very helpful when it came to many topics (Moncton, NB, 19 yrs old).

•Positive. The teachers and some lessons still stick in my head (Moncton, NB, 19 yrs old).

•My teacher was excellent. She made the courses so alive and fun. I feel that these courses needed to be taught by a teacher like her, in order to learn, enjoy and appreciate. Those particular courses were positive all the way, even though at times there was quite a bit of theory, but without the theory, what do you expect to learn? I feel that these courses are needed in high school because they are great and you could definitely use them in the future (Bristol, NB, 19 yrs old).

SUMMARY

Respondents' stories are over-whelmingly positive; and they are indicative of the focus of the curriculum in the decade of their origins. The stories are reassuring that home economics education is a credible component of the curriculum and that its' focus must change to meet the changing and basic challenges of everyday family life.

**UNDERGRADUATE PROGRAMS
IN HOME ECONOMICS/FAMILY STUDIES:
Issue and Realities**

Richard M. Barham
University of Guelph
College of Family and Consumer Studies

The Program

Our College of Family and Consumer Studies participates in three degree programs. It offers some minors within the B.A. Program and is the major player, certainly numerically, in the inter-College Guelph Commerce Program. Thirdly, and more to the point of our interests today, it holds independent responsibility for the *Bachelor of Applied Science* degree program with its five majors, three of them with Co-op options. These majors are in Applied Human Nutrition, Child Studies, Consumer Studies, Family and Social Relations and Gerontology. All but the Consumer Studies major are offered through the Department of Family Studies. Of these, it is the **Family and Social Relations** major, recently changed in title from *Family Studies*, which is intended to prepare students for Faculty of Education admission with the goal of Family Studies teaching.

All of the B.A.Sc. majors are interdisciplinary in their course composition and program objectives. Especially in comparison with the widely familiar B.A. and B.Sc. Programs, they are professionally oriented and applied in their general character. By "applied" I mean, in particular, that work in basic science disciplines, including the social sciences, is **applied** to specific themes and issues selected for each of the majors. The phenomenon of particular interest to us, of course, is the family with all of its dynamic systems and various structural forms and contexts. In our study of the family you could make something of an analogy with the field of Engineering which also has an interdisciplinary, dynamic and applied character.

The Major In Family And Social Relations

In the case of the Family and Social Relations major, there is a modest biological sciences element and a very substantial social sciences component. You will see in the students' Program Planning Sheet which I have distributed that the core requirements of 24 required semester-length courses and 3 restricted electives include substantial work in human lifespan development, family theory and processes, and communication. Among the social issues and associated family policies which receive special focus are such items as

violence, poverty, abuse, gender socialization, changing roles of men and women, work and family balance, and variation in family structure.

Because of the need for this major to meet a real diversity of professional and career ambitions, the program incorporates a further 13 entirely elective courses (to meet the honours graduation requirement of 40 courses) to address any additional and personally selected goals. While the admission requirements of the Faculties of Education at the University of Toronto and Western differ in some measure, we typically advise those students hoping to teach Family Studies to include, among their "free" electives, one further course in nutrition or foods, two in housing/design, two in clothing/textiles, and perhaps a further course in family economics. All but the nutrition course are available through the offerings of the Department of Consumer Studies. If they are destined for teaching at senior high school levels, then of course students need, generally, a minimum of a further six courses appropriate for a second teachable subject. A very obvious problem here is the highly undesirable crowding of their university program. There is a consequent limitation on the opportunity to pursue wider intellectual interests! And please recognize that when students invest in all of that, they still have no notion at all about whether or not they will receive admission to the Faculty of Education program.

The Students

Because of the number of unfunded students Guelph has been teaching, and the consequent weakening of the teaching/learning experience for all which inevitably follows, Guelph has been systematically reducing its student intake. Our College has participated in these reductions to the tune of one third of its total undergraduate B.A.Sc.enrolment over the past four years as these figures will show:

TOTAL B.A.Sc ENROLMENT

Fall 1991: 1208

Fall 1994: 818

The reduction in admissions specifically to the *Family and Social Relations* major over these two periods has had roughly comparable effects:

TOTAL FAMILY & SOCIAL RELATIONS ENROLMENT

Fall 1991: 242

Fall 1994: 183

I hasten to note that of those 183 students enrolled across the four semesters of the program this fall, only a small proportion, to my mind a *surprisingly* small proportion, are actively hoping to teach Family Studies. I regret that I have no means of providing really firm figures on this issue, but I do have two rough means of estimating the level of interest and I suspect that they give us a reasonably accurate guide. My first estimate comes from the employment study which Guelph does of its graduates two years after graduation. At the moment I have figures only from 1987 up to the graduation class of '91, and for some reason not including 1990. Of the roughly 70% of the graduation class which responded to each of these annual surveys, about 15% typically reported that they currently held a position in teaching, with a few more reporting work relating to the special needs field. Specifically, over the four years for which I have figures available, the percentage reporting a teaching appointment, and those with other interests, were:

EMPLOYMENT OF GRADUATES

	1987	1988	1989	1991
Teaching	18%	14%	16%	14%
Business or govt.	5%	17%	23%	28%
Family services	58%	49%	52%	30%
Various other	19%	19%	9%	28%
Total Nbr responding:	51	41	31	29

You will note that there was a steady increase in the number holding positions in business and government, rising from 5% in the first year of the series to 28% in the fourth year sampled. Those involved in Family Services fields over those same years dropped from 58% to 30% (Note that these figures, based on small sample sizes, give only a rough indication of what is going on.)

We have a further approach to estimating the interest of our students in Family Studies teaching by looking at the number in their fourth year who are

seeking their practicum placement in a classroom. Such practica are normally offered only to those seeking teaching as their career. Among the 63 students in the graduating class of '94, only 9 (or 14%) had indicated teaching as their professional ambition. Among the 60 student's in this year's graduating class in the Family and Social Relations major there are only 6 (i.e. 10%) of the students who have signalled teaching as their goal.

We might want to pick up questions about the level of high school student interest in teaching Family Studies during the discussion part of this agenda item but there are two points which I will make right here. One is that I think that the number electing a career in teaching is somewhat artificially depressed by perceptions among many students that Family Studies teaching, as also some other supposedly "frill" fields, is on the way out. The second point is that in choosing an academic specialization, students are *very* highly and understandably driven by their perception of employment prospects. These are very widely seen to be more or less zero in teaching.

Program Changes?

I can be quite brief about the issue of anticipated program changes at Guelph. Forces for change tend to come from changes within the discipline itself and from practical budgetary and enrolment conditions. Quite frankly I am not anticipating any major changes in our academic program requirements in Family and social Relations, though I will be keenly interested to learn of your own views and suggestions about our curriculum. With respect to possible changes in current scholarship in Human Development and Family Relations at the university level, I don't sense that we have any radical catch-up to do with where the field is. With regard to budgetary forces, I think that in large part we are still hanging on, if only by our nails. Guelph is well advanced in its current version of strategic planning, the most drastic version I have ever experienced. I think that we can sustain our curriculum for the present, though only just. There was, in fact, a move to delete the clothing and textiles courses from Consumer Studies, primarily on the grounds of insufficient course enrolment, I would say. Indeed many of these courses have just recently been deleted, but our College commitment to Family Studies teaching has assured that a minimum necessary number of courses in clothing and textiles will be retained within the program for the time being. If those electing Family Studies teaching at Guelph as their intended career remain at the present historic low levels, however, it seems to me that we would simply have to revisit the question of the economic viability of those particular courses.

Assuming that the school curriculum in Family Studies retains pretty much its current character and curriculum elements, then for the present, at least, I think that we can continue to serve the undergraduate needs of your prospective teachers. Whether the school curriculum should sustain all of its present character and components is, of course, a quite different issue on which, I expect, views will be shared in the course of this meeting.

I recognize that a fundamental and recurring question behind the issues set out for this Colloquium is the one that questions: "How do we decide what knowledge is most worth having?" Thinking back many years to my own studies in education history and philosophy, I confess that I find that key question really daunting, but, no less compelling and even exciting. History has shown, as I'm sure you know, how much fad and fashion has typically become enmeshed in such debates. If I had a quick answer to that question I would certainly share it with you. Instead, I suspect that those participating in this Colloquium will find that, collectively, we have the resources to frame some credible options, perhaps even answers. But before I pass on to our next panellist, let me just surface a very few, quick personal observations.

First I want to acknowledge my own distress and sense of shame that I am part of a community that willingly shifts so much of the destructive burden of poverty onto our nation's children. I don't need to detail to this group the withering effects which poverty has upon, health and hope and opportunity and success.

Secondly, we are still experiencing what has developed as a fundamental revolution in the workplace which makes continuing unemployment an overbearing spectre for some and a demoralizing nightmare for too many others - notably among our young people.

And thirdly, along with that workplace revolution goes a reduction in the opportunity for the experience of sustained, quality parenting and its replacement, for many of our children, by surrogate-parenting through the peer group or, in some cases, the street gang. We know with the utmost certainty that the experiences of violence, abuse and racism modelled in the home and parts of the wider culture will in a great many instances be handed down and repeated in the following generation.

Some argue, and I sympathize strongly with their point, that the school is already called upon to deliver far more than it has the capacity to provide. It cannot take on all of these social concerns and still do its job in providing

basic schooling. Precisely where then, and how, are we to equip our children for dealing with such unyielding survival issues as STD's, violence, abuse, and addiction so that they can get on with appreciating Shakespeare and matrix algebra?

DEPARTMENT OF FAMILY STUDIES - FAMILY AND SOCIAL RELATIONS MAJOR

Program Planning Sheet based on 94/95 Course Calendar

Student Name _____ ID _____ Advisor's Name _____

This form will assist you in organizing and planning your semesters and will enable you and your advisor to monitor your progress throughout University. Complete two copies, one for your advisor and one for your own records. Update your form each semester and inform your advisor of any changes to your plans.

CORE COURSES

Semester Level	Course # and Title	Semester/year planned (e.g. F'93)	Changes to plans (e.g. dropped)	Semester/year completed (e.g. F'94)	Comments
1	80-120 Dynamics of Behaviour				
	86-110 Sociology				
	One of: 37-120, 37-140 or 44-120 (English or French)				
2	39-201 Marital and Family Dynamics				
	80-110 Principles of Behaviour				
3	21-227 Development in Early & Middle Childhood				
	26-210 Personal & Family Finance				
	39-210 Development of Human Sexuality				
	71-201 Nutrition & Society				
	89-208 Intro. Applied Statistics I				
4	21-308 Adolescent Development				
	26-202 Information Management				
	39-206 Adult Development & Aging				
	89-209 Introductory Applied Statistics II				
5	39-304 Parenting: Research & Applications				
	39-306 Principles of Social Gerontology				
	39-307 Research Methods - Family Studies				
6	39-312 Families in Canadian Context				
	39-340 Communication in Family Consultation				

N.B. THE FAMILY & SOCIAL RELATIONS TEACHING OPTION LISTED IN THE CALENDAR IS NOT AVAILABLE. IF YOU ARE INTERESTED IN PURSUING A CAREER AS A FAMILY STUDIES TEACHER, CONTACT YOUR ADVISOR FOR MORE INFORMATION. THERE ARE SEVERAL ELECTIVES THAT YOU SHOULD ADD TO YOUR PROGRAM.

CORE COURSES - CONT'D

Semester Level	Course # and Title	Semester/Year planned (e.g. F'93)	Changes to plans (e.g. dropped)	Semester/year completed (e.g. F'94)	Comments
7	21-400 Issues in Child & Family Welfare				
	39-402 Family Theory				
	39-406 Practicum - Family Studies I				
	39-410 Dynamics of Group and Family Functioning				
8	39-428 Practicum - Family Studies II				

ELECTIVES and RESTRICTED ELECTIVES

- Check prerequisites before you select elective courses.
- A list of courses that complement the major can be found in the course calendar; however, electives may be selected from any department and your choice may be based on interest or suitability for career paths.
- Restricted electives are indicated below:

Semester Level	Course # and Title	Semester/Year Planned (e.g. F'93)	Changes to Plans (e.g. dropped)	Semester/Year Completed (e.g. F'94)	Comments
	One of: 40-100 Concepts in Human Genetics 77-221 Concepts of Physiology 80-241 The Physiological Basis of Human Behaviour				
	One of: 74-206 Philosophy of Feminism 85-220 Introduction to Women's Studies 86-340 Sociology of Gender Roles				
	One of: 49-280 The History of the Modern Family 74-100 Introduction to Philosophy 74-101 Social and Political Issues 74-207 Philosophy of the Environment 74-210 Critical Thinking 74-218 Philosophy of Science 80-231 Issues in Social Psychology				

TOTAL NUMBER OF CREDITS (40 Required)

You must have 40 credits in order to graduate. Include courses that have been transferred from another department or university. You should also include 1 OAC university credit (e.g. 15-106) if you were required to take it as a condition of acceptance to the University.

You may continue to follow the program plan based on the calendar in effect in your first year or you may decide, with the advice and permission of your advisor, to change to a more current program plan.

Undergraduate Programs in Home Economics/Family Studies Education: Realities and Issues

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March 4, 1995

Before I begin my presentation, I want to thank Annabelle Slocum and Annette Yeager for inviting us to participate in this dialogue between university program directors, curriculum specialists and teacher educators. This is a rare opportunity and one which I value immensely.

The real impetus for this session arose in November, when I presented the results of our curricular restructuring plan to our external advisory board. Two issues were raised that reinforced the need for multi-sectoral discussions like this symposium: (1) would future teachers be prepared to teach the Family Studies curriculum, and (2) is Family Studies suitably positioned to prepare OAC students for post-secondary studies? Although the questions were pragmatic, they raised very serious questions which impact on the future of Family Studies Education at both levels.

I do hope that our presentations (Elizabeth, Richard and mine) are not viewed as prescriptive but rather provide you with a view of three very different university cultures each having unique curricular solutions.

The framework for my presentation is as follows:

- a. The current Nutrition, Consumer & Family Studies Program
- b. The revised Nutrition, Consumer & Family Studies Program (Sept. 1995)
- c. An overview of the factors driving curricular change at Ryerson in 1994/1995
- d. Questions for Home Economics/Family Studies educators

THE CURRENT PROGRAM

We offer a 4 year honours degree in Food, Nutrition, Consumer & Family Studies to

approximately 322 undergraduates.¹ The program provides students with a broad foundation in the physical, social and applied sciences, business and the liberal arts in the first two years followed by two years of one of three specializations: Nutrition and Dietetics; Food and Consumer Affairs; or Family Studies Education. The specializations reflect career streams in healthcare/health services, the corporate sector, and in education, respectively.

THE REVISED PROGRAM EFFECTIVE SEPT. 1995

Last May, each of Ryerson's 35 programs was instructed to achieve base budget reductions of 12% over the next 4 years. I need to interject here, that Ryerson was granted full university status in June 1993 with the understanding that the university would receive \$16.9 M new funding (spread over 6 years) specifically to develop our research profile, develop graduate programs, and for undergraduate program renewal. This meant that if we were to access the new funds, we had to demonstrate that we could meet our 12% target through major curricular restructuring initiatives. Unlike previous curricular reviews which took place over several years, the timeline for achieving this target was 6 months, including approvals from Academic Standards, and Academic Council.

In addressing this challenge, we took into consideration (a) the interests of our incoming students, (b) what Ryerson is known for and does best, and (c) the demands of our external market. This led to the development of a single integrated curriculum with a common mission: **to prepare Foods and Nutrition specialists who share an understanding of the needs of families and consumers.** The expanded core curriculum and electives incorporating a broader range of interdisciplinary electives has been developed to ensure that graduates are better prepared insulated against cyclical variations in any one sector, and, with the addition of some continuing education courses, they can easily prepare for new initiatives.

As outlined in Exhibit 1, students must complete 40 course requirements for graduation. For students who graduated from Ryerson in the 1980's, this is reduction of 8 courses. To meet our accreditation requirements and to ensure that graduates possess a core set of competencies, students will take 23 required courses (7 in the physical sciences, and 16 in our professional courses), 11 professional/professionally

¹ We also accommodate 25 or more special students who are upgrading credentials either for admission to internship or in preparation for admission to Faculty of Education.

related electives and 6 liberal studies electives, resulting in 40 graduation requirements. The curriculum draws heavily on interdisciplinary initiatives within the Faculty of Community Services such as Gerontology, Health Promotion, Human Sexuality, Disability Studies, and Program Planning & Evaluation.

Guided by our mission, we reviewed all courses with marginal enrolments. As a result, we no longer offer courses in Housing, Textile Science, Clothing and Culture, and Clothing Construction. Although these courses have been central to Family Studies education over the years, we had to move forward and place a top priority on ensuring graduates meet a standard set of competencies such that they can adapt to frequent change in their various working environments. This decision mirrors curricular changes in other universities across the country but raises a very critical question for Family Studies educators: **if these subject areas are central to Family Studies curricula, yet universities cannot afford to staff them, should these requirements be perpetuated and where should these be taught?** This question was one that I wrestled with personally (having taught Clothing and Textiles courses for years) and when enrolments slipped below 10 students per course, defensible arguments could no longer be used.

CONTEXTUAL FACTORS INFLUENCING CURRICULAR CHANGE

A. Positioning with the Faculty of Community Services

The positioning of any program like ours has a direct impact on the substantive content of the program and its mission. Our program is only one in Canada to be positioned within a Faculty of Community Services.² This positioning has worked to our advantage by providing students with opportunities to participate in community-based initiatives and to pursue inter-disciplinary learning experiences drawing on faculty expertise across the larger Faculty.

B. Institutional Requirements

Ryerson has a distinctive mission to specialize in applied and professional education that uniquely blends theory, practice and the liberal studies to respond

² The Faculty of Community Services includes: Early Childhood Education, Environmental Health, Nursing, Social Work, Urban & Regional Planning, and three degree completion programs (Child & Youth Care, Midwifery, and Health Services Administration).

to societal need for highly skilled and innovative leadership. This is operationalized through a tripartite curriculum of professional, professionally related and liberal studies³ courses. I must stress that because budgets are decentralized, our administration left the definition of cost-effective course delivery to each program.

C. Student Demand

Over the past 3 years, the competition index for admission to the program has increased significantly. Co-incidental with this phenomenon was the introduction of a mandatory OAC Chemistry admission requirement suggesting that the program has become increasingly attractive to students who might not have considered it in the past. Although our goal is to increase the presence of OAC direct entries, the trend line continues to confirm that our incoming students are more likely to have transferred to our program from another university or Ryerson program than they are to be direct entries from OAC. Last year's entry profile was:

- i. Traditional University Pool (OAC applicants).....38%
- ii. Non-traditional students.....62%
 - University entries and career changers47%
 - Transfers from other Ryerson programs.....15%

A diverse student population (especially given the presence of prior university exposure) and significantly higher tuition fees makes for an environment in which students must have a voice in their educational choices. Their demands and expectations tend to be shaped by experiences in the job market, graduate school aspirations, professional goals, and their very own personal experiences. A review of the background of our intake class shows that we attract individuals with previous education in Arts and Sciences (especially Psychology), Kinesiology and Phys. Ed., the allied health professions and a broad variation of prior work experiences (eg. Culinary Arts, Real Estate, sales and marketing). Although the program is a dominated by females, we are attracting an increasing number of talented male students.

³ Ryerson's Liberal Studies policy: every student must complete 6 elective courses in the humanities and social sciences.

D. The External Advisory Council

Under the Ryerson Act, each Ryerson program must have an external advisory council whose role is to ensure that programs are current and reflect societal need. Our advisory council was particularly supportive of our initiatives including their frankness in addressing the vulnerability for graduates if we maintained the 3 specializations.

E. Professional Accreditation

In 1991, our program in Nutrition & Dietetics was accredited by the Canadian Dietetic Association. We expect to be undergoing reaccreditation again in 1998. Central to our 1994 review, was the need to safeguard our accreditation agreement. This process was eased by Elizabeth's Education and Accreditation Policy Committee's recommendation that the four academic concentrations be abandoned in favour of a general entry-level requirement.

F. The External Employment Market

Employment opportunities are changing everywhere -- providing students with role models may set them up for false expectations. For this reason, we will be introducing a course in professional issues in year 1 where professionals from our related professions as well as other practitioners will be invited to debate issues. The purpose of the course is to remove the tendency to "paint" career tracks that have worked, and to expose students to the plurality of viewpoints/perspectives that professionals bring to an issue.

In terms of professional practice in nutrition and dietetics, we are witnessing the de-institutionalization of healthcare and the requisite need for graduates to re-establish themselves as members of a multi-disciplinary health team operating within public health units and community agencies. The community nutritionist in Toronto may be setting up a community kitchen, delivering nutrition programs for Foodshare or nutrition support for sole-support moms, initiating breakfast clubs and after-school food programs, or conducting congregate dining programs for seniors. Community dietitians will become more prevalent as out-patient counselling will shift to public health departments. Although the latter practitioner is dealing with therapeutic care, it is more likely to be within the context of optimizing a wellness goal. The common theme here is that although they may be Food and Nutrition specialists, the competencies they require for practice in today's world have shifted dramatically to recognize the importance of interpersonal communications, education, and a philosophy of practice that is

embedded in the Health Promotion model (as outlined in Heather Maclean's paper).

Although the food industry has downsized and consolidated significantly, positions (especially bilingual positions) continue to open in Consumer Affairs response units, quality control (particularly for the operations supplying store brand goods), and quality assurance. Food and Nutrition graduates with a strong appreciation of marketing management and consumer behaviour are assets to companies trying to optimize satisfaction levels of loyal consumers.

I haven't spoken about changes in Family Studies careers because you are the experts -- that is why I came here today.

WHAT ARE THE IMPLICATIONS FOR FAMILY STUDIES/HOME ECONOMICS TEACHERS?

1. Every effort must be provided for students to engage in activities that foster critical thinking skills, the capacity to work with other inter-disciplinary team players, and the ability to work in self-directed work environments.
2. Is Family Studies/Home Economics appropriately positioned in the secondary school curriculum to promote students to post-secondary education in this discipline?
3. To what extent are Family Studies/Home Economics units engaged in collaborative teaching ventures with other disciplines such as Sciences, Marketing, Geography, History, Economics and Health/Phys.Ed?
4. How relevant are the various modules to labour market needs, and to societal need in general?
5. What entry level preparation will an M.Ed. program require in the area of Family Studies? Is this sufficient for developing a progressive career? Will these requirements stimulate graduate interest in Education careers?
6. How can we best prepare students without using role models who are perceived as normative or prescriptive models?
7. Reassess your curricula honestly -- how current is the content, are students acquiring relevant skillsets, is the curriculum value-free, and how does your curriculum fit with the curriculum guidelines?

8. How can we encourage students of diverse backgrounds to consider teaching positions? How can we build meaningful mentoring programs for these students?
9. Why is Consumer Behaviour (which draws on Sociology, Psychology, Social Psychology, Economics and Marketing) not a core module in the Family Studies curriculum?
10. How is information technology being incorporated in Family Studies curricula? Is curricula changing to provide students with increased opportunities to use computer applications such as nutrient analysis tools? Are they using the Internet to explore career opportunities, university programs?

SUMMARY

If I were to summarize curricular review at Ryerson, I believe there are three reoccurring themes:

- a. Redefinition .. of curriculum, scope of practice, career tracks, and disciplines;
- b. Transformation .. of the entire economy, the public education system, and universities;
- c. Integration .. of professional curriculum with an emphasis on broadening perspectives, theory and practice, and collaboration in inter-disciplinary initiatives.

Exhibit 1

Revised Curriculum Commencing
September 1995

NCFS New Curriculum: Commencing 1995/1996

**Bachelor of Applied Arts
(Food, Nutrition, Consumer and Family Studies)**

FIRST YEAR (NCFS1)

REQUIRED:	Course Title	Course Number	Duration in Terms	Lecture	Lab
	CHEMISTRY: General Chemistry	CHY 104	1	3	1.5
	CHEMISTRY: Organic Chemistry	CHY 144	1	3	3
	FOODS AND NUTRITION: Food Science I	FNT 105	1	3	3
	FOODS AND NUTRITION: Nutrition and Health - Macronutrients	FNT 211	1	3	
	FAMILY STUDIES: Introduction to Family Studies	FST 203	1	3	
	PHYSIOLOGY: Introduction to Physiology	PLN 103	1	3	
	PHYSIOLOGY: Advanced Physiology	PLN 203	1	3	
	FOODS AND NUTRITION: Issues in Professional Practice	NCF 100	1	3	
	LIBERAL STUDIES ELECTIVE: The equivalent of one two-term lower level liberal studies courses.		2	3	

Total Class Hours in NCFS 1 (commencing 1995/96): 37.5 Hours

SECOND YEAR (NCFS2)

Revised Program Commencing 1995/1996

REQUIRED:	Course Title	Course Number	Duration in Terms	Lecture	Lab
	CONSUMER STUDIES: Consumer Behaviour	CST 305	1	3	
	FOODS AND NUTRITION: Fundamentals of Nutrition - Micronutrients	FNT 311	1	3	
	FOODS AND NUTRITION: Nutrition Through the Life Span	FNT 611	1	3	
	MARKETING: Marketing	MKT 102	1	3	
	RESEARCH METHODS: Introduction to Statistics	RSM 147	1	3	
	FAMILY STUDIES: Interpersonal Skills & Group Dynamics	FST 402	1	3	
	CHEMISTRY: Biochemistry I	CHY 201	1	3	1.5
	CHEMISTRY: Biochemistry II	CHY 202	1	3	1.5
	FOODS AND NUTRITION: Quantity Foods	FNT 205	1	3	3
	LIBERAL STUDIES: The equivalent of one one- term lower level course.		1	3	

Total Class Hours in NCFS 2 (Commencing 1995/96): 36 Hours

NCFS New Curriculum: Commencing 1995/1996

Bachelor of Applied Arts
(Food, Nutrition, Consumer and Family Studies)

THIRD YEAR (NCFS 3)

Revised program commencing 1996/1997

Course Title	Course Number	Duration in Terms	Lecture	Lab
REQUIRED:				
BIOLOGY: Microbiology	BLG 209	1	2	2
CONSUMER STUDIES: Professional Skills Development	CST 734	1	3	
FOODS AND NUTRITION: Contemporary Approaches in Clinical Dietetics I	FNT 704	1	3	
FOODS AND NUTRITION: Food Science II	FNT 707	1	3	
RESEARCH METHODS: Research Methods	RSM 247	1	3	
RESEARCH METHODS: Senior Research Project	RSM 347	1		3
Three electives from Group I and/or Group II		1	3	

LIBERAL STUDIES: The equivalent of one one-term upper level liberal studies course.

Total Class Hours in NCFS 3: 31 hours

FOURTH YEAR (NCFS 4)

Revised program commencing 1997/98

Eight electives from Group I and/ Group II

Two one-term upper level liberal studies

Total Class Hours in NCFS 4: 30 hours

NCFS New Curriculum: Commencing 1995/1996

Group 1: Electives (Students must elect a minimum of 4)	
FNT 621	Advanced Nutrition & Health Nutrition
FNT 804	Contemporary Approaches in Dietetics II
FNN 403	Advanced Nutritional Sciences
FNT 702*	Selected Topics in Nutrition
FNT 503	Socio-Cultural Aspects of Food
FNT 803	Food Product Development
FNT 506	Food Service Systems Management
FNT 701*	Selected Topics in Food Science

Group II: Electives	
ACC 104	Introductory Financial Accounting I
ACC 406	Introductory Managerial Accounting I
CHY 547	Theory of Food Analysis
CST 501	Personal Financial Management
CST 701*	Selected Topics in Consumer Behaviour
CST 801	Consumer Affairs
FST 401	Canadian Family: Diversity and Change
FST 404*	Selected Topics in Family Studies
FST 701	The Social Context of Human Sexuality
IST 900	Interdisciplinary Studies: Program Planning & Evaluation Strategies
IST 901	Interdisciplinary Studies: Gerontology-Critical Issues & Future Trends
IST 902	Interdisciplinary Studies: Disability Issues
IST 903	Interdisciplinary Studies: Research Methods (Statistics)
IST 904	Interdisciplinary Studies: Health Promotion & Community Development
IST 905	Interdisciplinary Studies: Conflict Resolution and Dispute Negotiation
IST 906	Interdisciplinary Studies: Human Sexuality-Intimacy & The Politics of Reproduction
MHR 405	Organizational Behaviour I
MHR 523	Human Resource Administration I
MKT 200	Marketing
NCF 400 (new)	Professional Practicum
PSY 302	Child Development
PSY 402	Adult Development
PSY 806	Behaviour Modification
RSM 447	Independent Studies
SWP 902	Gerontology: The Aging Process

* Student may elect only 1 reading course

**Undergraduate Programs in Home Economics at
Brescia College/The University of Western Ontario**

Elizabeth Bright-See, PhD, RD, PHEc, Chair
Department of Home Economics, Brescia College

Current Programs

The Department of Home Economics is housed in Brescia College, a women's college affiliated with The University of Western Ontario. The Home Economics programs are offered jointly by Brescia College and the Faculty of Science of UWO - the professional courses being given at Brescia and the science courses by the Faculty of Science. This administrative arrangement also provides a means whereby male students may register in the Home Economics programs.

Both 3-Yr BSc (Home Economics) and 4-Year BSc (Honors Home Economics) programs are offered, with 15 full-course equivalents (FCE) and 20 FCE required, respectively, and with different progression standards.

Three specific programs are available: Clothing, Textiles & Design, Foods & Nutrition, and Comprehensive. The latter is what one might call 'Home Economics' or 'Family Studies'. However, as will be discussed later, we believe that all three programs are really within the realm of 'Home Economics' and that 'Home Economics' and 'Family Studies' are not the same thing.

Total enrollment this year is 189 students, both full-time and part-time, with 168 in Foods & Nutrition, 16 in Clothing, Textiles & Design and only 5 in Comprehensive.

Changes in the Programs

A process of program revision was begun about four years ago. While some work was done on all programs concurrently, the first effort concentrated on the Foods & Nutrition program in order to retain accreditation by the Canadian Dietetic Association. Extensive revisions in the Foods & Nutrition programs were approved for implementation in the fall of 1995. Revisions in the Clothing, Textiles & Design program are currently underway. The objectives of these revisions are to retain all three areas (Clothing, Textiles and Design, with Housing in the latter) and to integrate a business emphasis throughout the program.

Because the Comprehensive program includes a number of courses offered for the CTD and FN programs, its revisions has been delayed. However, the needs of the Comprehensive program are being considered at each step of the revision process. Courses in family sociology and child development are taught by social sciences.

Although not precisely articulated, some principles have emerged throughout the revision work. They include: 1) a commitment to emphasizing the place of all programs within the field of Home Economics and the commonalities of the programs. 2) the need for a set of transferable skills, which are integrated throughout all courses of the programs. 3) the need to define the 'basic' knowledge/skills that must be included, coupled with the opportunity for students to develop the rest of their program according to their particular interest and career goals. 4) the recognition of the rapidity with which the world changes today, thus emphasizing the need for a commitment to and ability to maintain life-long learning. To this end, a number of Home Economics and non-Home Economics courses are required in all three of the programs. These include: Professional Perspectives, Introduction to Business, Introduction to Computer Science, Communications, and (for students in the Honors Programs) Statistics and Research Methodology.

The students' response to this direction has been interesting and positive. A group in the upper years has initiated a project with the faculty to define a 'Professional Skill Inventory' which would be given to students in the Year I Professional Perspectives course and used by them throughout the subsequent years to take personal responsibility for their own professional skill development.

Changes in Students

As others have observed, the student population is changing. Of the 1994 incoming group (Year I and Year II transfers) 43% came directly from secondary school, 32% transferred from other programs within the University and 24% had come from other universities or had been out of school for awhile. Many of the latter group have previous degrees.

Another change is the increasing number of students pursuing sequential or concurrent degrees. A current popular combination is Foods & Nutrition with Kinesiology although the range is from French, Social Science to Biology.

A third trend is the increasing number of students working during their education and thus an increase in those taking reduced loads and taking longer to complete the degree requirements.

"Market" Trends

I would like to address some of the current situations and trends which I believe are, or should have, an impact on the type of education we are providing to 'educators' and the type of professional practices they will have. Some of the comments may reveal my current lack of understanding of what is now the situation in Home Economics-Family Studies Education, but may also reflect current perceptions of the field.

A need for fewer specialists and more generalists is being recognized in many professions - or at least a need for specialists with a general/broad perspective. The dietetic profession in Canada is an example. Specialists will be needed in the future, but just what type of specialists cannot be predicted five years in advance. Therefore, dietetic education is to be changed from four 'concentrations' or 'specializations' to one comprehensive program at both the undergraduate level and the entry-level internship or practicum. Specialization will come later in response to social, economic and personal environments.

Home Economics is well positioned for providing the broad perspective. As Pat Thomson (1) said, Home Economics is a holistic field in a specialist world. For that, and other reasons, Home Economics has been devalued. However, 'holistic' has become a popular word and concept. Also, in today's uncertain job market, many undergraduate students are trying to get a broad education. This may be by concurrent or sequential degrees or a broadening of their 'specialized' programs. In the latter instance, I am seeing a number of students wanting to combine the requirements for our Foods & Nutrition program with those of the Comprehensive program, or visa versa. I sincerely hope this will be a growing trend which will force us to take some steps in more closely aligning these programs.

The beginning of the end of the age of consumerism may mean that some programs will have to be re-revised or re-addressed. I believe that an emphasis on 'consumer studies' at this time is counterproductive. The trend to conservation rather than consumption is more in line with the original mission of Home Economics/Human Ecology. A perceptual association of Home Economics with 'consumerism' will not enhance the image of the profession or practice.

More alignment with the environmental movement would be advantageous. I have become aware of a program in London (and it may exist in other communities)

called Green Home. The objective is to evaluate 15000 homes for their energy efficiency and environmental friendliness. A home economist is in charge of the education and outreach for that program. Ellen Swallow Richards would have been pleased.

As I mentioned previously, I do not believe that Family Studies is synonymous with Home Economics; neither is Consumer Studies. Both are part, but not the whole, of the field. Either of these names excludes a large segment of 'Home Economists', that is, the nutritionists and dietitians. Two trends should help to move this group towards its Home Economics origins. First, there is an increasing recognition that a knowledge of food is what separates dietitians from other allied health professionals. Second, the health profession is moving away from the medical/ treatment model to the preventive model (i.e., the Hestian) model. The latter is more complex, thus requiring a much broader knowledge and skill base.

There has never been a greater need for the knowledge and skills of Home Economists. The current social and economic instability parallels the Industrial Revolution which stimulated the birth of the field. We have a 'skill deficient' generation, which has little knowledge of food preparation, personal care, parenting, financial management, etc. Many are computer-literate, but kitchen-illiterate. We observe this in the students coming into the Home Economics programs. The low level of basic skills is alarming and requires much remedial work.

Also, the fiscal and time constraints faced by many individuals and families means that skills of 'home economics' are essential. As I tell a Women's Studies class I teach, I think a degree in Home Economics/Management is an essential for all women (i.e., most Canadian women) who work outside the home as well as at home.

Thus the need is there. Unfortunately, from my experience, it is not the Home Economists who are taking the lead or sometimes even participating in addressing the need. Socialworkers are developing community programs. Non-Home Economists are writing the articles and books. Can we reclaim our field?

Can we re-discover and re-claim our mission? I understand that the focus has been away from product to process. Is that far enough? Do we understand or have we communicated the mission of the field? I know I was not aware of any mission during my public school or university Home Economics education - with one exception. An instructor in Home Management did emphasize that the objective of baking a cake was not the perfect cake, but food that could be enjoyed and shared with family and friends, and that we could have the sharing and enjoyment with a less than perfect cake, a 'store-bought' cake or even with no cake.

I wonder if we are not perceived as trying to provide solutions to what others do not see as problems. And they are looking elsewhere for solutions to their real problems? An increased cooperation between practitioners, the profession and the University is essential in addressing these changes and our response to them. We also need to look for external collaborators and support groups. Home Economics and the women's movement began at the same time. Perhaps we can re-discover our common history and mission.

For my part at least, I have a lot to learn from others in the field. As we progress toward revisions of the Comprehensive program at Brescia College, we will be seeking advise, both formally and informally, from many people and groups both within and outside the profession. I truly believe, that the time is right for rediscovery and revitalization of Home Economics and Home Economics education.

Reference

Thompson, P.J. (1988) Home economics and feminism. The Hestian synthesis. UPEI: Home Economics Publishing Collective.

Home Economics/Family Studies Teacher Education in Canada: Status Review and Current Issues

Dr. Linda Peterat, Faculty of Education, University of British Columbia
Dr. Beverly Pain, College of Education, University of Saskatchewan

Purpose

The purpose of this review is to provide an updated and comprehensive portrayal of home economics/family studies teacher education programs in Canada. It is an update of a 1989 review and therefore shows changes which have happened in teacher education in the past six years. Such periodic reviews and summaries of programs can inform program policy changes, as well as point to further policy and professional issues and needed research directions in teacher education.

Procedure

A copy of each university's entry in the Directory of Home Economics/Family Studies Teacher Education Programs in Canada (1989) was sent to the home economics/family studies teacher educator at each of the universities where home economics/family studies teacher education is offered. They were asked to revise the description according to their current program.

Findings

Location of Programs

Programs are deemed to be "located" where there is at least one specialist home economics/family studies teacher educator faculty position at a university. Eleven such programs were identified in nine provinces. Newfoundland and Labrador has no home economics/family studies teacher education program, New Brunswick and Ontario each have two programs.

Table 1. Location of Programs in Home Economics/Family Studies Teacher Education

Mount Saint Vincent University
Université de Moncton
Université Laval
University of Alberta
University of British Columbia
University of Manitoba
University of New Brunswick
University of Prince Edward Island
University of Saskatchewan
University of Toronto
University of Western Ontario

Discontinued Programs

Acadia University	1989
Antigonish University	1984
McGill University	1990

Types of Programs

Table 2. Types of Programs

	4 yr. BEd	Integ. BEd/BSc/BA	1 yr. a.d.	2 yr. a.d.
Mount Saint Vincent University			yes ¹	
Université de Moncton		yes (5 yr.)		yes
Université Laval	yes			
University of Alberta				
University of British Columbia			yes (12 mo.)	
University of Manitoba		yes (5 yr. + 9 cr.)		yes
University of New Brunswick		yes		yes (60 cr.)
University of Prince Edward Island	yes		yes	
University of Saskatchewan	yes			yes
University of Toronto			yes (8 mo.)	
University of Western Ontario			yes (8 mo.)	

1. Two year program starts September 1995

Nine universities offer after degree teacher education programs. Four offer two year after degree programs (Moncton, Manitoba, New Brunswick, Saskatchewan). Five offer one year after degree programs (Mount Saint Vincent, British Columbia, Prince Edward Island, Toronto, Western Ontario). As of September 1995, the program at Mount Saint Vincent will become a two year after degree program, and there is a provincial recommendation that the Ontario programs become two years in length. The after degree program is the only teacher education program offered at the universities of Mount Saint Vincent, British Columbia, Toronto, and Western Ontario. Four year programs are offered at the universities of Saskatchewan, Prince Edward Island, and Laval. It is the only program offered at Laval. An integrated five year program is offered at New Brunswick, Moncton, and Manitoba. Almost all programs are focused on educating teachers for secondary schools. Saskatchewan has home economics education courses as part of elementary and middle school teacher education programs, and New Brunswick offers a course focused on teaching home economics in middle-schools.

Six universities offer programs that are post teacher certification but generally not graduate level. These are located in the universities of: Manitoba, British Columbia, New Brunswick, Toronto, and Western Ontario. These programs serve the needs of teachers wishing advanced coursework in their teaching specialization or wishing to develop a new teaching specialization.

Home Economics Content and Entrance Requirements

At the University of New Brunswick and the University of Saskatchewan, home economics content courses are provided almost totally by faculty members in the Faculty of Education. At all other universities, the content is provided by other university schools or departments offering home economics related degrees.

Considerable variation exists in the specificity of required courses and in the number of electives required in programs, and in the type of program designated as acceptable for entry into after degree programs. For example, Mount Saint Vincent University states the following requirement for entrance to their after degree program: B.H.E. or B.Sc.H.E. with courses completed in at least three areas; foods and nutrition, family studies, consumer studies or clothing and textiles. The University of Toronto states the following requirements for entrance to their teacher education program: Must hold acceptable university degree with a minimum of three approved full year university courses (9 credits) in Family Studies.

Field Experience

All teacher education programs include a field experience component. This component commonly consists of early field experiences and a culminating practicum. The organization of this component of teacher education varies widely among universities. Minimum length is often established by the organization controlling teacher certification in each province. The sites of the various practica differ as does the philosophy which guides the practica experience. Table 3 illustrates the variation in length of practica in the various programs. Some programs have an optional field experience component. While some practicum requirements have lengthened since 1989 (Moncton, Laval, Manitoba, Prince Edward Island), others have shortened (New Brunswick) or remained approximately the same (Mount Saint Vincent, Saskatchewan, Toronto, British Columbia, Western Ontario).

Table 3. Length of Field Experience in Teacher Education Programs

University	Length	
	1989	1995
Mount Saint Vincent University	9 +4 (opt.) weeks	8 - 12 weeks
Université de Moncton	16 weeks min.	18 weeks
Université Laval	6 weeks	700 hours
University of Alberta	13 weeks	
University of British Columbia	16 weeks	15 weeks
University of Manitoba	18 weeks (some opt.)	20 weeks
University of New Brunswick	21 weeks	12 weeks
University of Prince Edward Island	4 weeks	250 hours
University of Saskatchewan	21 weeks	19 - 23 weeks
University of Toronto	4 + 3 (opt.)	4 + 3 (optional)
University of Western Ontario	10 weeks	10 weeks

Number of Faculty and Students

The respondents were asked the number of full-time faculty members teaching content and curriculum and instruction courses, and the number of students involved in the program. Generally one person is responsible for the curriculum and instruction courses and the practicum component. Mount Saint Vincent has two faculty with joint appointments in Human Ecology and Education, while two universities (Manitoba and Laval) have no fulltime faculty in charge of the home economics teacher education programs.

The largest number of students are enrolled in the after degree programs at Toronto, Western Ontario, and British Columbia. By estimating the number of students in their final year of four year programs, there may be approximately 100 students across Canada qualifying to teach as home economics/family studies teachers this year. There is clearly an increase in numbers from 1989-90 in the numbers completing after degree programs and there may be an increase in all programs compared with six years ago.

Table 4. Number of Teacher Education Students Enrolled in 1994-95

	<u>4 yr. BEd</u>	<u>Integ. BEd/BSc/BA</u>	<u>1 yr. a.d.</u>	<u>2 yr. a.d.</u>
Mount Saint Vincent University			7	
Université de Moncton		5		0
Université Laval	28 ^a			
University of Alberta				
University of British Columbia			11	
University of Manitoba		20 ^a		0
University of New Brunswick		39 ^a		0
University of Prince Edward Island	n/a		0	
University of Saskatchewan	6			0
University of Toronto			32	
University of Western Ontario			24	
TOTAL:	34	64	74	0
Totals in 1988-89	20	28	57	

Note: a. includes students in all three or four years of the program. An estimate would be one-third or one-quarter of this number.

Graduate Programs and Enrollments

All but two of the universities (Toronto, Prince Edward Island) offer master's programs, and four offer doctoral programs. Both Mount Saint Vincent and the University of Toronto may have doctoral programs available soon. There are many programs available which have no students enrolled. Total graduate student enrollment appears to be much less than five years ago.

Table 5. Graduate Student Enrollment in Home Economics/Family Studies Education in 1994-95

	Master's		Doctoral
	Fulltime	Parttime	
Mount Saint Vincent University			
Université de Moncton	0	0	---
Université Laval	0	0	0
University of Alberta			
University of British Columbia	1	3	2
University of Manitoba	0	0	---
University of New Brunswick	0	0	---
University of Prince Edward Island	---	---	---
University of Saskatchewan	0	0	1
University of Toronto	---	---	---
University of Western Ontario	0	6	---
TOTAL:	1	9	3
Totals in 1989:	1	45	2

Changes Under Discussion

- University of Toronto: There is a strong possibility that the teacher education program may become a two year program with seven credits toward a master's degree.
- University of New Brunswick: Discussion with a view to consolidation of graduate programs.
- University of British Columbia: How home economics teacher education can be a part of elementary and middle school teacher education programs. Whether health/career and personal planning should be a part of home economics teacher education.

Conclusions

The following findings are similar to those of the review five years ago. That is, they provide reason for concern about the size of teacher education and graduate programs, and the particular orientation to home economics education developed in the programs. There are two fewer home economics/family studies teacher education programs in Canada than there were five years ago. In addition, two programs (Laval and Manitoba) while still describing themselves as having a program, do not have a fulltime faculty member specialist in charge of the program presently.

Teacher education programs in home economics/family studies are of four different kinds. An increasing number of teacher education programs are becoming or are likely to

become two year after degree programs. Field experiences vary from four to twenty-three weeks in total length in the teacher education programs.

It is estimated that about 100 home economics/family studies teachers will graduate from teacher education programs in Canada this year. It is unlikely that this number meets the demand for teachers across the country. Some provinces and regions in provinces cannot find qualified teachers to fill current positions.

Currently there are two universities without faculty in place to guide their teacher education programs. There are considerably fewer graduate students than five years ago. Thus, it appears that we are not graduating sufficient academics and researchers to meet current and future requirements.

Recommendations

- That provincial home economics/family studies teacher associations, Home Economists in Education, and the Canadian Home Economics Association organize letter writing campaigns and lobbying efforts until the two vacant positions are filled.
- That a series of case studies of teacher education in home economics/family studies be developed which: describe the entrance requirements to programs, articulate the philosophy of the program, describe the linkages between the university and field components of programs, details the supervision which occurs during practica, etc., and that such case studies be compiled and shared to further strengthen teacher education programs in Canada.
- That teacher educators be encouraged to submit research reports relating to their teacher education programs for publication in the Canadian Home Economics Journal.
- That provincial home economics/family studies teacher associations, Home Economists in Education, and the Canadian Home Economics Association, and provincial home economics associations develop recruitment plans to encourage students (women and men) to enter home economics teaching as a career.
- That teacher educators use the Canadian Home Economics Journal to describe graduate programs available in Canadian universities. That they develop recruitment plans in conjunction with professional associations to encourage teachers to pursue academic and research careers.

**DEVELOPING A STUDENT IDENTITY:
Transition Strategies of Reentry Students
at the University of Manitoba**

Report on a paper in progress by B. Wiebe with C.D.H. Harvey
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ABSTRACT

This study, using long, qualitative interviews, reported that a group of 10 reentry students described the acquisition of the student role as personal: Students fought a personal battle that assisted in the transition into the student role. As well, they indicated a strong interest in their future careers, with less emphasis on graduation.

An understanding of the personal nature of the transformation into the student role can be instrumental for curriculum and policy development. Recommendations for university professors and administrators were based on the experiences of this diverse group of students.

WHO ARE REENTRY STUDENTS?

- Individuals who enter the educational system after leaving it for time periods of up to more than 20 years.
- Persons age 25 or older when they enter the University system.
- Academically capable and highly motivated.
- Often must overcome obstacles to achieve academic success.
- Established in work and family patterns, which can be difficult to restructure.
- Reentry occurs at a time of identity evaluation and career exploration.

LITERATURE SHOWS

MOTIVES FOR REENTRY - Acquisition of marketable skills and intellectual development are primary motivators.

OBSTACLES - Related to personal and institutional factors, especially in combination.

Female reentry students face heavy responsibilities.

SUPPORTS - Personal supports from spouse, family, and friends. Institutional support from academic and administrative units.

THE STUDENT ROLE - Universities traditionally assumed that other roles with their expected behaviours should be subordinated to the needs of the primary student role.

Students are expected to commit to the time, economic, and personal expectations of the university system.

SATISFACTION WITH STUDENT ROLE - Role satisfaction is shown to assist with adjustment to and coping with problems associated with acquisition of the student role.

TRANSITION INTO THE STUDENT ROLE

The Personal Battle

The intersection of the student role and the demands of the other areas of life caused the greatest unease. Strains were related to personal and family demands, and to the demands of the university.

Mothers were expected to be mothers and not be students as well.

Reentry students expressed surprise at what they accomplished, but responsibility for change began with their personal determination, and they pulled others along in the momentum.

They employed strategies in three areas:

- With self.
- Within primary relationships.
- With the institution.

STRATEGIES

INTERACTION WITH SELF

- Dialogue with self and use of inner resources

"I just thought, my god, at this age, I'm going to make the effort. I'm going to force myself to be outgoing. And it worked...I'm not going to be that person. I'm going to change."

INTERACTION WITHIN PRIMARY RELATIONSHIPS

Interaction with children, husbands or partners, work or volunteer experiences, and friends changed to accommodate the shift into the student role. Primary focus on relationship with children.

INTERACTIONS WITH INSTITUTIONS

Identification of particular strategies and skills developed in response to the demands of the institutions.

- Plan programs, jobs, and family needs around academic demands.
- Build needed support at the University.

RECOMMENDATIONS

The reentry experience should be described as normative throughout all levels of the University: Mission and policy statements to this effect would be a clear public statement that non-traditional students are welcome.

University policies and procedures could be clearly developed with the academic issues of these students in mind, e.g., a redefinition of student status for program continuation, scholarship distribution, and entry into graduate study

Lobbying to funding agencies regarding the family and support needs of reentry students.

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Family Studies/Home Economics Educators: Educational Leaders Ahead of Their Time

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Abstract

This paper explores Family Studies as a secondary school subject subculture and the relationship of its beliefs and practices to current proposals for educational reform. The views held by Family Studies teachers on learning, teaching, curriculum, and the status of the subject are determined through a brief analysis of secondary historical data and in-depth qualitative interview data. The results indicate that traditional beliefs and practices of these teachers are in line with current recommendations for educational change. Despite its teachers being in the forefront of educational practice, this subject continues to be considered less important than more academic subjects. Family Studies educators are challenged to develop strategies to increase the recognition of their subject.

According to recent literature, today's schools must adopt new models of schooling to effectively prepare students for the world of the twenty-first century. For teachers, such changes require significant adjustments to their teaching practices and beliefs about education. Some have suggested that the degree of change required by teachers can vary according to the subject community to which they belong. This paper attempts to develop an understanding of Family Studies/Home Economics as a subject community and how its practices and beliefs relate to current proposals for educational change. (In this paper, the term Family Studies will be used to refer to both Family Studies and Home Economics.)

Background and rationale

The environment in which today's schools and school systems exist has undergone significant political, economic, and social change. Increased demands from parents, business and industry, along with technological advances, economic restructuring, and globalization have created a very different context for educating an increasingly diverse student population (Lewington & Orpwood, 1993; Patterson, Purkey & Parker, 1986). Although the educational context and the demands on the educational system have changed dramatically, schools have been slow to respond. In fact, a close examination reveals that the basic model of schooling has changed little since the creation of mass education, over a century ago (Lewington & Orpwood, 1993; Lieberman, Darling-Hammond, & Zuckerman, 1991; Tye, 1992; Hargreaves & Earl, 1990) raising concerns about the system's ability to effectively prepare students for the twenty-first century (Lewington & Orpwood, 1993; Schlechty, 1990; Lieberman et al., 1991; Patterson et al, 1986; Louis, 1994). Schools designed to meet the needs of the industrial age are not effective at responding to the needs of a rapidly changing, highly technological, and information-based postmodern society.

According to Schlechty (1990), today's students will need the skills to function in the world of ideas; students must be able to think critically and creatively and develop the ability to become lifelong learners. As a result, current attempts at school reform are calling for alternative models for the schooling process (Murphy, 1992). At the centre of such models are radical changes in assumptions about intelligence and knowledge, new views about what is worth learning, and a redefinition of the role of the teacher (Murphy, 1992). Developing an understanding of the theoretical and historical perspectives on learning and teaching, will clarify current practices and illuminate future possibilities.

Central to perspectives on learning and teaching are beliefs about curriculum, pedagogy, and evaluation. Bernstein (1971) explains that the structure of curriculum can be analysed according to the relationship of the contents to each other; one type of curriculum is classified as "collection" while the other is "integrated". In the collection type of curriculum, there is strong insulation between subjects; the learner has to collect a group of favoured contents in order to satisfy the criteria of evaluation. In contrast, in an integrated type of curriculum, boundaries between subjects are blurred; the way subjects relate to each other is more important than how they differ. "Frame" refers to the degree of control teacher and pupil possess over the selection, organization, and pacing of the knowledge transmitted and received in the pedagogical relationship. The stronger the frame, the fewer the options available to the teacher and students. Another component of framing is the value placed on non-school, everyday knowledge. The stronger frames of the collection code discourage connections with everyday realities, making educational knowledge more abstract than practical. Weakening of the frame allows the inclusion of experiential, community-based, non-school knowledge.

Historically, curriculum is rooted in an academic tradition (Hargreaves, 1986; Hargreaves & Earl, 1990; Goodson, 1983). Young (1971) explains that academic curricula involve assumptions that some kinds and areas of knowledge are much more worthwhile than others. Academic knowledge is abstract and highly literate; not practical, vocational, or related to non-school knowledge. Academic subjects emphasize academic achievement, promotion of able pupils (defined in an academic sense), and are oriented toward examination success (Hargreaves, 1986). Therefore, according to Bernstein's analysis (1971), schools traditionally reflect a collection approach to curriculum and pedagogies that indicate strong framing. Some authors suggest that this traditional academic orientation places an emphasis on male dominated fields in the curriculum (Ball, 1987). They explain that authentic knowledge has been dominated by "male knowledge": the highly abstract, objective, factual, or theoretical (Belenky, Clinchy, Goldberg, & Tarule, 1986; Peterat, 1983). In contrast, "female knowledge" is characterized as holistic, contextual, and relational. This form of knowledge is cloudy and impure and is considered to be of less status (Peterat, 1983). If power and control are indicated through the selection, classification, transmission, and evaluation of educational knowledge, as Bernstein (1971) suggests, it could be concluded that historically, curriculum is heavily dominated and controlled by the male perspective (Ball, 1987).

Bernstein (1971) suggests that there is a need to move toward an integrated code and weak framing. This approach allows for a less rigid and more egalitarian education and enables

people to "make sense" of their world by emphasizing analysis and synthesis of knowledge. Current documents for curriculum change in Ontario reflect such a shift in philosophy (Ontario Ministry of Education and Training, 1995). In this alternative model for the schooling process, learning is viewed as a process whereby knowledge is constructed by the individual learner, and is not simply an accumulation of facts. To meet the needs of diverse learners, effective teaching methods must extend beyond teacher-centred methodologies. Teaching must involve the use of a wide variety of teaching strategies that emphasize active inquiry and make connections between ideas. Curriculum must prepare students for the modern world through integrated programming that reflects interrelationships of ideas and phenomena and provides opportunities for interaction with the larger community. Curriculum must be adaptable, relevant to the needs of students, and free from bias. Assessment should be an ongoing process that involves teachers, students, peers, and parents. Clearly stated outcomes form the basis of assessment. A variety of methods must be used to determine if outcomes have been met. These recommendations for change have been proposed for education up to grade 9 in Ontario (documents for more senior grades have yet to be released). However, these principles are reinforced consistently in the literature as being necessary for educating all of today's students (Murphy, 1992; Schlechty, 1990). These changes have significant implications for teachers.

Subject subcultures and educational change

The above principles represent a notable departure from traditional views on learning, teaching, curriculum, and assessment. Implementation of these tenets requires today's teachers to make profound changes to their work. Educational change is complex and multidimensional. Teachers must change not only their teaching practices, but also the underlying beliefs and assumptions they hold about teaching (Fullan, 1991). In effect, teachers must "unlearn" their present way of doing things (Ball, 1987) and learn to do something new (Fullan, 1991). However, the amount of learning required depends on the individual's or group's "starting point". As Fullan (1991) explains:

The degree of potential change is the function of the discrepancy between the state of existing practice on the part of particular individuals and the future state where a change might take them. . . The real crunch comes in the relationships between these new programs or policies and the thousands of subjective realities embedded in people's individual and organizational contexts and their personal histories (p.43).

For teachers, such embedded subjective realities, particularly at the organizational level, are manifested in a "work culture". Work cultures are comprised of the "beliefs, values, habits, and assumed ways of doing things among communities of teachers" (Hargreaves, 1994, p. 165). The typical secondary school work culture consists of smaller sub-groups of subject departments. Each of these sub-groups has its own particular subject subculture (Goodson, 1983). Teachers are socialized throughout their years of education as subject specialists and as they teach along side other subject specialists within their subject departments. As a result, the "way of doing business" (Patterson et al, 1986), can vary among subject subcultures (Hargreaves, 1994). Each can have its own particular views on curriculum (what

counts as valid knowledge), pedagogy (what counts as a valid transmission of knowledge), and evaluation (what counts as a valid realization of knowledge) (Bernstein, 1971). Consequently, the degree of change required by teachers in adopting new perspectives can vary among subject subcultures. Some groups are required to make much greater "shifts" than others.

Therefore, it could be predicted that academic subject subcultures will have to make the greatest changes to their teaching practices and philosophies as they attempt to move toward a more integrated and weaker framed perspective. On the other hand, those subjects that are currently more practical and related to non-school knowledge, already indicate weak framing. Additionally, subjects currently reflecting a more female, holistic perspective are indicative of a more integrated approach to curriculum. As a result, following Fullan (1991), it could be predicted that teachers of more practical subjects developed from a female perspective will not have to make notable changes from their current philosophies and practice. In fact, if this is the case, teachers of more academic subjects could learn much from their teaching colleagues who have acquired the experience and expertise in these "new ways".

Both historically and currently, Family Studies is a more practical subject dominated by female teachers. An analysis of the views and practices of Family Studies teachers will extend research and practical knowledge of subject subcultures, in general, and, more specifically, Family Studies as a subject community. A very brief description of the historical perspective and the presentation of qualitative interview data will be used to develop a greater understanding of this group of teachers.

Historical perspective of Family Studies as a subject subculture

Family Studies as a subject community has been in evolution within Canada for about 100 years (Peterat & DeZwart, 1991). Throughout its history, it has evolved from a subject focused on the practical skills of sewing and cookery at the turn of the century, to broader aspects of family relationships, child care, home furnishing, and economics from the 1930s to the 1960s (Peterat & DeZwart, 1991). More recently, the subject has changed its focus to the family with a particular emphasis on the relationships within the family and the relationship of the family to the broader society (Ontario Ministry of Education, 1987). It has become a multidisciplinary study drawing from the humanities, the sciences, and the arts. Recent research has documented that throughout its evolution, Family Studies has struggled for recognition in the curriculum (Copeland, 1992). Consistently, denial of compulsory status is rooted in the female definition and domination of the subject, and its more practical orientation (Copeland, 1992). However, an examination of historical documents reveals that from its very beginning, Family Studies has displayed a subject subcultural perspective in alignment with current proposals for educational change. A speech made by Adelaide Hoodless, in 1908, illustrates both weak framing and an integrated perspective when she argued in favour of Domestic Science, as the subject was called at the time. Almost one hundred years ago, she criticized the curriculum as being "organized according to a man's mind" (Peterat & DeZwart, 1991, p. 12) and too focused on preparing students for university. She claimed that students were not prepared for good citizenship.

A lack of relevance caused too many students to be bored because "he sees no use in the work he is asked to do" (Peterat & DeZwart, p.12). Further, she suggested that rather than looking upon Domestic Science as an additional subject it could be integrated with others. Domestic science could serve as a vehicle to teach Reading, Writing, and Mathematics through the subject "by the real doing of things and so make school and life real to the child" (Peterat & DeZwart, 1991, p. 13).

While the preceding outline gives a brief synopsis of the history of Family Studies, the following research study will illustrate the current views of Family Studies teachers.

Research methodology

The interview data reanalysed for this study were collected for a much larger study of *Secondary School Work Cultures and Educational Change* (Hargreaves et al., 1992). The study was a qualitatively-based multi-site case study of eight secondary schools of varying types in a range of communities. Within these schools, teachers were interviewed from a variety of subjects including English, French, History/Geography, Mathematics, Family Studies, and Technological Studies. In addition, interviews were conducted with teachers from Special Education and Guidance and Counselling. Teacher interviews, of one and a half to two hours, were tape recorded, transcribed and later analysed for emergent themes. In total, five interviews were conducted with Family Studies teachers. The data presented in this segment of the study refer to the teachers' perspectives on learning, teaching, curriculum, and their perceptions of the current status of Family Studies. Since the original data did not explore the teachers' perspectives on assessment and evaluation, this is not included in the study.

The report is divided into four sections and interview responses will be presented within this framework: teachers' perspectives on learning, teaching, and curriculum, along with their perceptions of the status of their subject.

The perspective of Family Studies teachers

Perspective on Learning

Among Family Studies teachers, a recurring theme is the importance of teaching students how to learn and creating a positive and supportive environment for learning. One teacher explains:

Instruction, I think, is secondary to adjustment. I think there's kind of two ways you can look at teaching. You can look at it like that C.B.C. commercial where you open the head and you jam in the information and then you close it up and lock it and hope nothing seeps out the ears, or you can teach kids how to learn and help them along and help them adjust so that they can learn. I mean they can't learn if they're not adjusted to your classroom and they are terribly uncomfortable. Their minds are closed; you can't get the head open even if you have a chainsaw. So I think you have to open the head first and get them ready for learning before you can teach them anything.

Another teacher stresses the importance of teaching students how to learn to enable them to become lifelong learners:

. . . the students are learning a process and skills whereby they can come out of here in any subject and have the skills to continue learning, whether it's in their job or post-secondary education or whatever, rather than knowing that they took History 101 and they studied the States. Like, to me, they've forgotten the month after they've taken it but the skills, like researching and being able to write effectively and communicate and knowing how to put things together and organize, those things to me are what's important, skills that they need to deal with life on what I call the "outside", "real" world.

Perspective on Teaching

Family Studies teachers do not view the importance of their role in terms of teaching their subject. The importance of their role, rather, is rooted in their teaching of students.

I remember a few years ago I went to a workshop. . . where they say a phrase and then you. . . react to it. And it was, "What do you teach?" and everybody wrote down their subjects and I wrote down, "Kids", and then we got into a really good discussion. I was with a lot of Math-Science type teachers who tend to be very subject oriented, but my subject is a people oriented subject to begin with, so I feel I've got a bit of an advantage.

This notion is frequently supported in the data when teachers were asked "What do you like the most about teaching?" Typical responses consistently indicate that it is the interaction with students that is most enjoyable.

To achieve their objectives, teachers also report incorporating a variety of teaching strategies into their pedagogical style which extend far beyond traditional teaching methodologies:

What's nice about Family Studies is that it lends itself so nicely to so many teaching strategies. For instance, independent studies where the kids present, or in Family Studies we use role playing a lot. You can use small group discussions, working through a problem in small groups and that kind of sharing that also lends itself to simulations and a lot of activities where kids aren't passive. When they do their hands on stuff like sewing or cooking or whatever, they're up and they're busy and that's really appealing to me rather than seeing them sitting back and writing on paper. Notes and paperwork are important but I don't think that it has to be done every day. . . As you go through the years and you accumulate all these resources and you know what kits are available and you know what film ties in with each lesson and there are guest speakers out there in the community that come in--you're more reliant on those things rather than textbooks. Now I hardly use textbooks at all.

Perspective on Curriculum

Interviews with Family Studies teachers consistently indicate that this subject subculture views curriculum from the integrated perspective. When one teacher was asked how she views Family Studies she replies:

... we do offer that kind of systems approach where you have, not something in isolation, but everything is interconnected and the program is developed like that. And I think it's important for these kids to understand that life is one big system. Everything interrelates; it's not just things in isolation and the skills that you learn here can be used there.

The same teacher later explains that:

In terms of Family Studies, we've always sort of been cross-curricularly oriented, except we didn't have the input from the other subjects. Like when we do cross cultural foods we do look at the Geography, we look at the History, we look at the culture of the people and how this is all expressed in their food customs etc.

While these quotations illustrate that Family Studies teachers see their own subject as integrated, other comments reveal that they see the potential for integration across subject boundaries.

Everybody has sort of been departmentalized and it seems to stay that way. But there's so much crossover between what Family Studies has to offer and the rest of the school.

One teacher invited a teacher from another department to share his expertise in a Family Studies course with related content:

The law teacher came down for a lesson three times. He presented on the Landlord-Tenant legislation and the Ontario Housing Act and the Rent Review Control Act. So, yes, he's been in my classroom teaching about his subject with my housing students.

Family Studies teachers see that they have a lot of flexibility in selection, organization and pacing to develop programs that meet the specific needs of their students. Student interest is used as an indicator for the teacher to determine how much time to spend on a particular area of the curriculum. As these teachers express:

And there is much more room now for flexibility within the school and community. Our course is probably very different from theirs in northern Ontario.

By its very nature, the curriculum in Family Studies, with its practical components, and its focus on the needs of individuals and families, includes knowledge that is everyday

community knowledge of the pupil, the family, or peers. As one teacher explains when asked what she liked about teaching Family Studies:

I guess because it's so relevant, that it's changing constantly, that it's one of the few things that does change and it's so incredibly challenging. Because you're dealing with life experiences and all those things that influence people and how they react in that group. . . You're dealing with so many different things that are involved with real life.

More generally, Family Studies teachers appear to welcome change. Because of the nature of their subject, it is always changing. This enables the teacher to provide up-to-date, and relevant educational experiences for their students. As a group, Family Studies teachers enjoy the challenge of change. In fact, it is this that Family Studies teachers find appealing about teaching the subject:

. . . it's constantly different. What was true last year may not be true next year. So keeping up with what is true is always a challenge. My Family Studies has always changed. Nothing has ever stayed the same for longer than a couple of years, or maybe a year.

The status of Family Studies

Family Studies teachers in the sample frequently express frustration at the current status of their subject. When asked about the credit requirements for their subject in O.S:I.S., teachers frequently are quick to point out that:

There's nothing that is required, no. All it says is that they must have a senior social science: that includes us, it includes history, a couple of other things.

You know, on the option sheet, when students have to graduate with, you know, so many of this, so many of that, Family Studies falls under this word "Other" credits--"Other".

The absolutely optional status of Family Studies conveys a message about the subject as the following teacher expresses:

. . . when the Ministry is saying it shouldn't be included in the program. . . well it's not academic, why would you ever want to take it? You know, who cares if you can manage on your own or have any sense of life skills, we want you to know Math. And it's always been sort of an uphill battle to try and change the view of others towards a subject like Family Studies.

On the evidence of this sample, Family Studies teachers are strongly committed to the importance of their subject. Nearly all of the teachers stress that their subject should be compulsory, pointing to the courses in Parenting and Life Skills as those that should be

included in a student's general education. The following quotations illustrate this:

I think it should be a mandatory course. Most people are going to grow up to be parents one day and I think the Parenting course is a fabulous course to have in high school. Hands on experience with kids and learning all about childbirth and infancy and how to handle discipline problems with your own children. I think that's really important. If you think about it, the next time they're going to get any hands on training is in pre-natal class and then that's it. . . Also for students out living on their own I think the Independent Living course is good. You know, learn how to budget and be financially wise and how to smart shop, and you should know nutrition and that sort of thing.

Another teacher reinforces this with:

And learning how to survive, which really--History's nice, Geography's nice or Math is nice, but if you can't survive in your home you don't have a hope of doing the other.

One teacher feels so strongly about this that she has developed a strategy to lobby for compulsory status.

There are two things I'd love to do in education. One of them is to get parenting more compulsory and the other one is. . . I'm doing my Masters and my final project for my thesis will be on the value of teaching kids about parenting before they become parents. . . The more research and studies published then the more people will be willing to listen. . . You have to have the people and the educational community before you get recognized.

Although Family Studies teachers have a unified vision of what their subject includes, one difficulty mentioned was that other teachers, including immediate colleagues, often hold misconceptions about the focus of the subject. These misconceptions perpetuate the female definition and domination of the subject; to this day, few men teach Family Studies. As a result, the subject has been devalued particularly among male colleagues. The issue of gender bias emerges clearly in this interview where a Family Studies teacher is asked about the downsides of teaching her subject. She replies:

Teacher: I think there's a lot of people in the school who are older and refer to it as Home Economics and still see it as traditional sewing and cooking, but really, Family Studies involves a lot more than sewing and cooking. I'd like it if they were more cognizant of the subject material.

Interviewer: So you think there are a lot of people who just don't understand what the subject----

Teacher: Not a lot. Hmm. Yes, that's true. But it's not a lot. But when they say

"Home Economics" I know they're a little bit behind the times.

Interviewer: Is that true within the schools? How do your colleagues see Family Studies? Do they have a clearer view as to what it's about?

Teacher: No, these are the people I'm talking about!

Interviewer: Oh, O.K.

Teacher: There are about ten or twenty people at the school who say "Home Economics" and see it as strictly a female thing. You get the gender jobs in the staffroom and stuff: "Well, let's get the Home Economics people to do the dishes or do the baking! Aren't you guys baking cookies or having pie-tasting contests?" Because twenty years ago I guess that's what the Home Ecs did!

Interviewer: How do you deal with all that?

Teacher: Oh, well I correct them when they say Home Economics. I guess that term really bothers me, so I'll tell them it's Family Studies. When they say, "Aren't you baking any cookies?", I'll say, "Well, no, we're finished our cooking component. We only did it for two months." So they'll wonder what we're doing for the next six months of the year so you have to sort of lay your curriculum on the table and tell them it's a lot more than just cooking!

Interviewer: Is this women as well as guys? Do women tend to understand what you're about?

Teacher: The women do, yeah.

The interview continues to illustrate that, despite concerted efforts on the part of educators to erase sex role stereotyping from the learning experiences of today's students, male colleagues reinforce these stereotypes with the messages they give to male students about Family Studies:

It doesn't happen a lot, but this is the worst thing about Family Studies. It's a really good area to teach in but you'll be standing up in front of your classroom or fishing the kids out of the hall into the classroom because you're ready to start, and some male teacher goes, "Mike, what are you doing taking Family Studies!" The message is, you're the wrong gender.

These misconceptions about subject content, along with the lack of recognition of the subject's importance to all students, cause committed Family Studies teachers to conclude that they need to work even harder than they already have to clarify course content and promote the importance of Family Studies. The following comments are representative of

this feeling:

. . . still I feel I have to prove my credibility and validity in terms of what I'm doing. And though I've made attempts and been successful at some, some of them haven't worked out that well. I think I need to be a little more assertive in terms of promoting the program . . .

and,

Yeah, we have to work really hard to promote our subject.

And so the struggle for status and recognition of Family Studies in the academically oriented, male dominated education system continues.

Summary and conclusions

Concern has been expressed about the ability of today's educational system to prepare students for the world of the twenty-first century. Some argue that new models of schooling are required to enable students to think creatively, solve problems, and develop the skills to become effective lifelong learners. New models of schooling require different perspectives on learning, teaching, curriculum, and assessment. In turn, these different perspectives require most teachers to make profound changes to their teaching practice and the beliefs and assumptions underlying these practices. However, historical data and current interview data have shown that one particular group of teachers, Family Studies teachers, are educational leaders ahead of their time. Both historically and currently they have been in the forefront of educational practice; traditional philosophies and practices of these teachers are in line with current proposals for educational change. Colleagues in other disciplines could learn much from Family Studies teachers who have a great deal of experience and expertise to share.

Nonetheless, Family Studies, as a subject, has struggled and continues to struggle for recognition in an academically oriented, male dominated curriculum. As a result, if history continues to repeat itself, as it has over the past century, Family Studies teachers will always be educational leaders ahead of their time because their time will never arrive! Family Studies as a subject community must devise strategies to increase the recognition of its subject and its teachers.

Strategies for increasing the recognition of Family Studies are not suggested in this paper. Effective decision making and problem solving are not conducted singularly, in isolation. Rather, more effective solutions are developed in collaboration with others. There is no better opportunity than now, when the leaders of our subject from across Canada are gathered at this symposium. The challenge for our group is to generate strategies that will inform the educational and broader communities that Family Studies educators are truly educational leaders whose time is long overdue!

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Problem-Based / Case-Based Teaching and Learning in Family Studies Education

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Interest in and Developments in Cases and Case-Based Teaching

The use of cases and case methods in teacher education is strengthening. Long the preserve of professional education in business, law and medicine, the case method is increasingly seen as "...offer[ing] unique potential for revitalizing the field of teacher education" (Merseth, 1991, p.3). Much of the recent interest in case-based teaching may be traced to a 1986 report entitled, *A Nation Prepared: Teachers for the 21st Century*. That report, originating from the Carnegie Forum on Education and the Economy, advocated "...more attention to the case method of instruction" (Merseth, 1991, p.iii). In Canada, one of the strongest endorsements of the approach in teacher education comes from Simon Fraser University in British Columbia. Selma Wasserman's work there is, as she has described the work of others, *pas pareil*. At my own university, encouragement of case-based teaching in teacher education comes indirectly, in a document entitled, *White Paper on University Objectives, Planning for 2000*, by reference to the more widespread use of cases and to the accompanying demands upon faculty specific to the preparation of such materials (1994, p.S9).

Among the leaders of the case-based movement in teacher education are teacher educators and researchers. Publications by Katherine Merseth (1991), Judith Shulman (1992), Amy McAninch (1993), Selma Wasserman (1993, 1994), Kowalski, Weaver and Henson (1990), and Rita Silverman, William Welty and Sally Lyon (1992) address the theoretical foundations, historical development and practical applications of the approach. When work by these individuals is combined with other sources in teacher education, selected materials in business, law and medicine and with articles in a range of journals, the impact is somewhat daunting. A teacher educator following the trail of problem-based or case-based teaching will easily find her files burgeoning.

Nature of Cases and Case Method Teaching

A review of the teacher education literature reveals a range in genres of cases. Merseth explains that cases "...take multiple forms, including real and imaginary scenarios, critical incidents, case studies, vignettes and other anecdotes of practice" (1991, p.24). Grossman notes that cases may include "...videotapes of teaching episodes, primary document such as teachers' journals, lesson plans, or examples of student work, and fictional or philosophical texts" (Shulman, 1992, p.228). Preservice teacher education programs with a teacher development orientation often feature education-related life histories and personal metaphors for teaching, classroom ethnography and action research (Bullough, Jr., Knowles & Crow, 1991, pp.194-202); these forms of activity are, in essence, either cases or cases in disguise. Pre-service education is increasingly supported by published casebooks. In addition, case clearinghouses provide listings of available cases developed by and for the field (Wasserman, 1994, pp.32-36).

Paralleling the variety of genres of cases are a diverse range of approaches to case-based teaching. Strategies outlined by Barrows, McAninch, Wasserman, Shulman, Christensen, Silverman/Welty/Lyon are each somewhat unique. Each model has differences that, taken alone or in combination, could be used to vary one's teaching approach, to accommodate different learning needs and to zero in on specific curriculum goals. Critical thinking, problem-solving, knowledge acquisition and application, creativity, working with others, professional responsibility, and empathy (Kowalski, 1991, p.xvi) are a few of those potential goals. Case

methods of teaching are sometimes characterized by self-instruction, interactive computer programs, Socratic large-group discussions (Shulman, 1992, pp.19-20) and small-group work (Wasserman, 1994, p.608). At times the format is debate, public hearing, trial, scientific research team (Herreid, 1994, pp.221-229 in *The Teaching Professor*, 1995, pp.3-4). Gary Sykes comments: "Readers interested in how cases may be used have a rich feast before them..." (Shulman, 1992, p.vii).

Several teacher education sources draw from the classic problem-based learning model. While the research on the effectiveness of that approach in medicine is mixed (Albanese, 1993; Vernon & Blake, 1993), there are compelling reasons why problem-based learning deserves a second look by teacher educators. A capsule description of problem-based learning, from a 1995 flyer describing potential the Illinois Mathematics and Science Academy's Centre for Problem-Based Learning, conveys the potential richness and value of the approach:

Problem-based learning (PBL) is an educational approach that organizes curriculum and instruction around carefully crafted "ill structured" problems. Students gather and apply knowledge from multiple disciplines in their quest for solutions. Guided by teachers trained as cognitive coaches, they develop critical-thinking, problem solving and collaborative skills as they identify problems, formulate hypotheses, conduct data searches, perform experiments, formulate solutions and determine the best 'fit' of solutions to the conditions of the problem. Problem-based learning enables students to embrace complexity, find relevance and joy in learning, and enhance their capacity for creative and responsible real-world problem-solving.

Opposite to PBL in my own conceptualization of case method approaches is McAninch's, *Teacher Thinking and the Case Method* (1993). The latter model reverses the traditional methodology of PBL. In McAninch's model, students first become grounded in carefully-selected theories; these theories, then, become "...lenses through which to interpret the phenomena of practice" (McAninch, 1993, p.88). The case method methodology proposed by McAninch provides an impressive model not only for the development of content or theoretical grounding, but also for the comparison and critique of applicable theories.

Teacher Education for Leadership

In an article describing her problem-based learning pharmaceuticals course at the University of Toronto, Wendy Duncan-Hewitt comments "...we are charged with the task of educating future scientists and academics as well as competent pharmacy practitioners" (1992, p.242). Loosely translating her notion into teacher education, the task becomes one of educating both for active and responsible change agency and for competent classroom teaching. Case-based teaching seems to make both tasks more attainable. Moreover, the possibility of accomplishing both tasks simultaneously is greatly enhanced.

One of the most powerful uses of case studies in preservice teacher education may be to help students build "...visions or images of the possible" (Shulman, 1992, p.8). In *Case Methods in Teacher Education*, Lee Shulman (father of Judith, the editor), elaborates on the role of cases in bridging the tension "...between the realities of current practice and the ideals of desired reforms" (1992, p.8). "Case studies of unusually visionary yet well-grounded practice," he notes, "may

present the ideal middle ground...stimulate those learning to teach to consider alternative forms of practice that are rooted in real teaching, not only in the passions of idealists" (pp.8-9).

But how does case-based teaching support preservice teachers' construction of "...visions or images of the possible"? In one model, described by McNergney, Herbert & Ford (1994), the teaching-learning framework is comprised of a reflective, five step process: perceiving problems and opportunities, recognizing values that drive actions, applying knowledge, taking action, and examining consequences. In that process, students are encouraged to reflect on facts and issues in a case; perspectives of the actors (e.g., teacher, student, parents, principal) or the values underlying actions individuals take in the case; projected teaching actions; likely consequences of projected actions (p.340).

A similar model, Drake's Story Model (Drake et al., 1992), "... has the twofold purpose of encouraging personal growth and empowering [preservice teachers] to make positive... change" (p.v). As described by the developers of the model, the five step process (adapted from Personal Mythology, Feinstein & Krippner, 1988) would direct students, story ("case") in hand, to:

- * Identify why the present story is in a state of flux.
- * Identify the roots of the conflict by looking at the past or old story.
Identify the explicit and implicit values in the old story.
- * Explore the future story through:
 - the projected story (if we continue to act according to the implicit values of the old story);
 - the ideal story, which can be developed by examining alternative views of the future... Elicit the values inherent in these emerging stories.
- * Create a new story by integrating the realistic from the ideal story and the necessary from the projected story.
- * Develop a personal action plan which will facilitate the new story becoming a reality. (p.12).

Of particular significance in The Story Model are the embeddedness of the personal story within the cultural and global stories and the fifth step, in which students are encouraged to focus on their individual roles and responsibilities to act and to advocate for change (p.12).

And what are some of the "visions and images of the possible" with which pre-service teachers might engage and bring to the study of particular cases? The book, *Developing Global/Development Perspectives in Home Economics Education* (Smith and Peterat, 1992) describes a powerful model for transformation of Home Economics / Family Studies education (pp. 16-17). CHEA journal articles, "Family Principles and Family Policy" (1995) and "Technology and the Family" (1995) are other 'lenses' (McAninch, 1993) which current pre-service teachers might examine. Accounts from recipients of The Phyllis Meiklejohn 'Excellence in Family Studies Teaching' Award would provide yet further insights and inspiration for change. These 'visions of the possible' and other models of exemplary practices are found all around us in our schools and communities.

Case-Based Teaching in Home Economics / Family Studies Teacher Education: A Methodology for Change

Wells argues that "...to focus only on ensuring cultural reproduction and continuity is insufficient" and that "...education must be equally concerned with cultural renewal and development" (Wells

... et al., 1994, p.262). In the dynamic field of Home Economics /Family Studies education, teacher educators have a responsibility to help pre-service teachers rehearse the skills for participating in the process and politics of change. Visions, models and theories, applied as 'lenses' to case studies of practice and to scenarios for problem-solving, provide a space for pre-service teachers to develop the skills for the ongoing change so vital to renewal and development in our field.

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*Postcards From Slovenia: Thoughts on
The Meaning of Consulting
in Eastern Europe*

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Post Haste

As we were leaving the mall one evening my friend and I were playing with titles for a paper another colleague and I planned to write about our experiences in Slovenia as members of a team of consultants in home economics. Having discarded the notion of snapshots, letters, or notes as a way to frame the work I caught sight of a rack of post cards. "That's it" I exclaimed excitedly. My pre-occupation with buying post cards, writing them, getting the right stamps and finally finding a post box, came flooding back. I had begun to think I would get home before the post cards!

Often post cards are written in a hurry in the early morning, jotted in a few moments on the run, or scribbled late at night. The message is a private one yet public for others to read. The words speak of personal experiences that are universal to travellers. Postcards place boundaries around our words leaving us so little space we struggle to be creative and concise in our sharing. Postcards bring greetings, highlights of the trip, and maintain connections between the receiver and the sender, recognizing their special relationship. When I get postcards in the mail I read them and put them on my fridge, picture side out. That way I can savour the greetings as I imagine my friends in different places and circumstances.

What we write on postcards is really an act of interpretation of what is happening. It's a bit like taking a picture of a wide panorama with an ordinary lens. We can only capture a hint of the experience. However, in the writing we may discover deeper meanings and new understandings of our experience in reflection. Researching our lived experience in Slovenia for this paper meant accepting the invitation to inquire into and interpret our practice as in-service leaders of a 10-day seminar in July 1994.

Postcards felt like the right way to organize the material from the seminar that is congruent with our lived experiences as consultants in Eastern Europe. Inasmuch as there are only two writers of this essay, it is our hope the words written will reflect the voices of the other leaders and the participants in the seminar as we attempt to draw the personal, theoretical, and practical dimensions of the experience together.

Post Cards

July 13, 1994 - Reconnecting.

Dear Mom,

I'll soon be landing in Ljubljana, Slovenia, anticipating reconnecting with some of the participants from the Vienna week-long seminar in 1992. This reminds me of the many talks we had in the evenings on our holiday at Debbie's a few weeks ago. Our late night swims in her pool with you reconnecting me to our family history is a memory I'll always treasure. In the next few days there will be 22 participants representing 9 Eastern European countries at the seminar; Albania, Bosnia, Croatia, Hungary, Poland, Romania, Slovakia, Ukraine, and Slovenia. We are involving participants in a new approach to home economics in order to promote democracy and empowerment of individuals and their families. The major purposes of the seminar are to allow participants to identify issues of critical concern to individuals and families in their own community, institution or agency, which they can implement when they return to their home country. As seminar leaders we'll draw attention to this being the International Year of the Family. The family is at the heart of society and home could be the place where democracy begins. Your leadership in our home as a mother, a grandmother and now as a great grandmother is an example and an inspiration to me. I'll be home July 23.

Your grateful daughter,

Annabelle

July 14, 1994 - Asking Questions

Dear Rosemary,

G'day in Australia. It's been an age since we became fast friends during our graduate studies and began asking unsettling questions. Now we're both grannies struggling to ask the right questions and make connections with our darling grandchildren. Today is our first full day as seminar leaders. The notion of consultancy and being a consultant has me asking more of those questions. What

does it mean to be a consultant for the purpose of working with educational leaders in Eastern European countries? What is it like to be consulted? What is our role and function as a group of interested leaders for participants who are experiencing a re-emergence of home economics in their countries? What is the experience like for agricultural extension workers, university professors and school teachers with whom we are consulting? What are their perceptions about consultancy? What are our orientations in consulting practice? What are theoretical perspectives within which traditional and alternative views of consulting are embedded? How is it different and how is it similar to consulting in teacher inservice for the purpose of implementing ministry initiatives like our Common Curriculum? It's like being a grandmother. I've so much to learn. Weren't we clever to become grannies at the same time.

Your partner in research and grandparenting,

Annabelle

July 18, 1994 - Finding Common Ground

Dear Kelly,

I've just come from an exhibition of work by home economics students here at the university. It brought to mind the kind of work your class presented last year at the Faculty of Education. As we moved among the displays the students and professors proudly elaborated upon their work. At the curriculum fair we each shared highlights of our programmes. What was of interest was the way we all listened to each other, asking questions and offering encouraging comments. We had found common ground. It seemed very collegial. However, the temptation to judge and to talk like experts who have a more advanced vision of home economics, crept into our discussion later as we planned our presentations for the next day. Our concern that participants might not understand what we were proposing hinted at a condescending attitude on our part. Part of what is making it difficult for all of us is their recent and fast moving conversion to a free market economy. Are we prepared to enter their lived world where economic and social upheaval have created unpredictable situations which impact on the most basic operations of the family: feeding, housing, clothing, relating, caregiving and providing economic, social and spiritual support? It would be careless of us to impose our Western philosophy,

body of knowledge, and mission statement for home economics on them. Might we instead, invite them to reflect on and share their understandings and the personal meaning they make of all this in light of their own special situations and circumstances? Finding common ground is a challenge in only 10 days. Sounds like our class Kelly, with only 20 weeks to get you prepared to be a teacher.

All the best,

Annabelle

July 20, 1994 - Dialoguing Across Cultures

Dear Nada,

My experiences in Slovenia are bringing me to a deeper understanding about your need to take yearly trips back to the Adriatic coast after you immigrated to Canada. Your customs and cultural ways took on a new meaning for me when I swam in your Adriatic Sea, viewed your historical treasures, visited your museums, caves, churches and schools, attended the opening of your summer musical festival, feasted on your favourite foods and read your poets, always in the shadow of breathtaking mountains and in the midst of glorious hospitality.

In the first four days of the seminar we listened to the voices of strong women members of parliament articulate their lives, their programmes, their politics, and the potential role of home economics for individuals and families in Eastern Europe. They spoke with a passion full of courage about children, taxes, war and the place and power of women as change agents. They offered inspiration for action rather than providing a blueprint for it.

At the end of each day we meet with designated participants to review the sessions towards informing and shaping tomorrow's meetings. In a friendly fashion both the politicians and participants lead us in our willingness to provide leadership. Interestingly, common issues surface like feminism, and gender equity, teen pregnancy and lack of jobs for youth, and the hope of preserving traditional values in a time of uncertainty and shifting social, economic and spiritual conditions in Eastern Europe. We were encouraged to be attentive in fostering and maintaining a friendly atmosphere giving opportunity for all views to be expressed. We were also asked to please, speak slower, listen more, ask questions, and not be in such a rush. They are getting used to our ways of initiating participation.

Two colleagues from Bosnia-Hercegovina shared their expectations for the seminar and why they had persisted in their efforts to attend. Cultural boundaries faded when Meliha and Arta described the conditions of war they are living in. With a mixture of sadness and hope they sang their national anthem. Their hope is not the sentimental kind that hopes for a better day, but rather a hope that comes with recognizing our connectedness to one another, our common humanity and the resilience and resourcefulness of the human spirit. Our support and understanding are a part of that hope.

At the university they see students in their offices—in the cellar, sirens screaming—their warnings. They are challenged to prepare special programs for war time such as making meals without fruits and vegetables, with electricity, gas, and water available only on alternate days. Survival in the face of war and developing programs for family and community are their perennial practical problems. They wonder about ways to fulfil their responsibilities as home economists and human beings to a whole generation of children physically, emotionally and spiritually maimed by this war. Once again participants were helping us, as consultants, as leaders, to "slip into the background" and "get out of the way". We had no solutions to impose on their problems. In this instance we were desperately trying to tune into their present reality.

I look forward to revisiting these experiences with you Nada, when I return.

Your enriched friend,

Annabelle

July 22, 1994 - Celebrating and Farewells

Dear Alison,

Lila and I catch our flights early tomorrow morning. Last evening we were treated to another superb and generous meal in celebration of our seminar. Then we had a party. The preparations made me think of our scurrying about with murmured conferences in the corner and secret wrapping sessions before our family get-togethers at Christmas. In fun and high spirits we performed a little skit or sang a song representative of our homeland. Amid thank you speeches we presented each other with little gifts. Our final session this morning was brought to closure with tears and laughter mingled together in hope. Maria from Slovakia told how

she was often mistaken as coming from Slovenia. This used to frustrate her. Now she thinks it is a nice mistake.

Well, I'll be home before this postcard reaches you.

Your loving sister,

Annabelle.

POST SCRIPT

By way of postcards we set out to bring to visibility what we already know, believe and experience in consulting that usually remains unspoken and hidden in the language of objective reports (Engberg, Morgaine, & Slocum, 1993) and guidelines for the consultant (Brown, 1992). From our experiences common themes emerged illustrating our struggles and uncertainties, our celebrations and connections.

We investigated our experiences through the lens of traditional and alternative views of consulting. The word consult comes from the Latin *consulere* which means *to take counsel* (Weekly, 1967). However, we speak in terms of *consulting or being consulted, of counselling or being counselled*. This traditional active-passive relationship requires an expert and a client. With all our good intentions we were susceptible to functioning in each of these roles. We yielded to our inclination to tell on the one hand, and on the other succumbed to our tiredness and sat passively agreeing, waiting for the coffee break. In other words we either tried to go for control or withdrew.

On the bright side, much of the time we experienced consulting in another orientation altogether, one that does not reside in the Cartesian either/or dichotomy. *Consultant-as-colleague* signifies a relationship where both the consultant and the participant bring personal meanings to the event through continual questioning, interpreting, and reflecting on the topic (Favaro, 1989). The *consultant-as-co-participant* establishes a reciprocal relationship with the participant (Favaro, 1989). They mutually engage in critical reflection through open dialogue, asking questions of the topic. As the seminar progressed, possibilities for a

partnership orientation to consulting was recognized.

Maintaining a mindful concern for what orients us to engage in the consulting act with our counterparts in Eastern European countries and at home needs to be talked about and explored further in continued conversation. Perhaps we can experience consulting not as a problem to be solved but as a reality to be lived. We urge all to remain open to this conversation in our own work as consultants asking ourselves: where are we in our thinking about consulting in teacher inservice here in Canada?

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HOME ECONOMICS PROGRAMS IN MANITOBA

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In Manitoba, as probably in every province across Canada, we are experiencing a re-structuring and re-organization of education. Over the last 10 months, an action plan has been presented by our government which outlines the changes we are to expect.

The major changes are:

- curriculum revisions in the core subjects
- reducing the number of mandated courses in senior high
- greater decision-making at the local level

The changes in curriculum will focus on the core subjects of Language Arts, Math, Science and Social Studies. The direction is to define curriculum as learning outcomes and which will be measured through provincial testing in grades 3, 6, 9 and 12.

The other major change is in the high school program which has reduced the number of compulsory subjects. This will free up options for students, allowing them greater choice in selecting courses in the senior years.

However, along with freeing up the timetable, the local schools and school divisions have been given greater decision-making power. Local jurisdictions can decide whether they wish to mandate courses and which courses will be offered as options.

All of these changes may have an effect on the future of home economics education. That effect is yet to be determined. Manitoba home economics teachers are beginning to mobilize in order to ensure any effects are positive.

Home economics education in Manitoba has held its own very comfortably over the past decade. Enrollments have risen steadily especially in Family Studies. Currently 30% of all students take home economics in grades 7 to 12. In grade 7 & 8, we have a 50/50 split of boys and girls. In senior high, two thirds of all students enrolled in home economics are boys.

Over the last 10 years, a number of initiatives by the Department of Education have helped maintain home economics in a viable position in schools.

1. **University entrance.** Grade 12 Home Economics courses which are taught at an advanced level are eligible for university entrance at University of Manitoba and University of Winnipeg.

2. **Unit credit funding.** The funding formula for vocational programs in schools was redesigned several years ago. Grants were based on vocational instruction. As vocational programs attracted fewer and fewer students, it became apparent that a realignment of the grants was necessary. Rather than tying funding to the instructors, it is now attached to the number of students enrolled in a course. With the move to technology, all courses which have a technology base and use related equipment, have become part of Technology Education. By virtue of our connectedness with industrial arts, laboratory and equipment requirements, home economics is categorized as technology education for funding purposes. Schools receive a grant of \$50.00 per student per credit course in home economics. This applies to all areas of home economics.

3. **Family Studies.** Expanding the family studies curriculum to include a practicum has been a tremendous boost to our programs. Schools are able to access funding through the Department of Education for the equipping of child development or infant development labs.

The Child Development lab offers a nursery school setting while the Infant Development lab is part of an Adolescent Parent Program. School divisions must provide a proposal which demonstrates the need for an expanded family studies program. The main criteria are that the labs are to support home economics curriculum and that qualified home economics teachers are in supervisory roles. It becomes the responsibility of the school divisions to provide for appropriate space and for any additional staff.

One of the misconceptions of the Adolescent Parent Programs is that it is day care. The goals of these programs are to provide an educational opportunity for at-risk students and at the same time provide a practicum for home economics students in Family Studies courses. Students who are part of the Adolescent Parent Program will be able to complete their schooling with the supports that will help them become better parents. This benefits the infants as well who are cared for in a nurturing and stimulating environment. The requirements of the Adolescent Parent Programs call for the parents to be on site, attend their children during lunch hours and unscheduled time and to be enrolled in a number of home economics courses. Currently we have 13 schools which have the child development facilities and 11 schools which have Infant Development labs in conjunction with Adolescent Parent Programs.

COMPREHENSIVE SCHOOL HEALTH IN ACTION: A Pilot School Experience

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Efforts to improve school performance that ignore health are ill-conceived, as are health improvement efforts that ignore education. (Code Blue, 1990, 9).

School staff, health care professionals and community workers are committed to improving the well-being of students, yet they are often frustrated in their efforts to positively impact the lives of young people. Many emotional, social, and physical problems interfere with learning and contribute to alarming health-risk behaviors: suicide, aggressive and violent behavior, drug and alcohol abuse, physical inactivity, unbalanced diets, poor coping skills related to stress, abuse, and sexually transmitted diseases. Schools play a pivotal role in addressing these problems; however, they must have access to resources and be able to use these resources if they are to focus on their primary role of teaching and learning. (Carnegie Council, 1989; Bibby, 1992; Hechinger, 1992).

A common understanding of the Comprehensive School Health (CSH) approach among educators, health professionals, social workers and community leaders is necessary for effective interagency cooperation. (Alberta Education, 1991). The "old way of doing business" has not produced the kinds of services and programs accessible to adolescents.

Fragmentation in the delivery of services to adolescents is seriously reducing their effectiveness. The origin of this problem lies in unintended effects of public policies that create separate programs to address specific problems. (Code Blue, 1990, 11).

Schools are the only institution that touch every young person. As such, they have a remarkable opportunity to have a positive influence on the lives of youth. While health issues have not traditionally been the responsibility of the school, by default they now are. School-based staff are struggling to meet health needs which are present in schools. Comer (1991) integrated CSH components as part of a school development process. Collaboration among all school stakeholder groups resulted in an organization and management structure that dealt with school-wide health prevention and promotion planning.

Traditionally, the school public health nurse dealt with problems and services related to communicable diseases and immunization. More recently, there has been a shift to a proactive focus on health prevention and promotion services. Identification of health needs on an individual school basis is a more recent development in the provision of school health services.

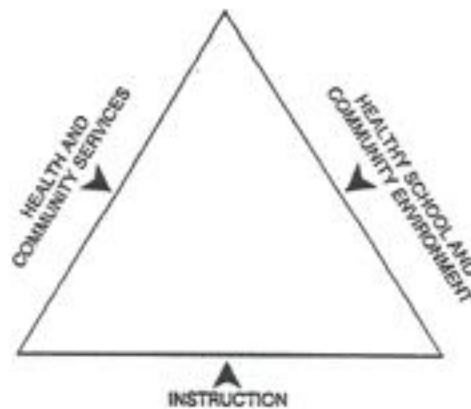
Many community agencies and special interest groups are often invited into the school as well. It becomes a very difficult task to deal with the myriad of groups requesting an opportunity to present their information and programs to schools. Coordination is necessary in order to ensure that all students may benefit from available community resources and services.

Health and Education Working Together

Calgary Health Services and the Calgary Board of Education have firmly supported initiatives for healthy families and youth as foundations for the quality of life and productivity in Alberta. The Rainbow Report (1991) recognized the importance of health prevention and health education for achieving these goals. Alberta Education responded in its vision paper (1992) that new relationships need to be fostered with families and their communities.

A decision to examine school health at the high school level arose from a meeting between health and education administrative staff. In March of 1990, health representatives (nursing, sexuality, health education, nutrition and perinatal) and education representatives (including health supervisor and occupational health nurse) began to explore a cooperative venture in improving the health of students. A decision to focus on a more comprehensive view of school health was accepted by both boards in November of 1990. Funding was obtained in September of 1991 from The Kahanoff Foundation, which enabled the hiring of a full-time coordinator and the contracting of the University of Calgary for program evaluation.

Comprehensive School Health Defined



The CSH approach includes a broad spectrum of activities and services which take place in schools and their surrounding communities in order to enable children and youth to enhance their health, to develop to their fullest potential and to establish productive and satisfying relationships in their present and future lives. (CASH, 1991; *Michigan Model*, 1991).

The components demonstrate an interdependent relationship among:

- integrated **instruction** that promotes improved health knowledge, attitudes, and behaviors;
- appropriate **health and community services** that focus on prevention, health promotion and provision of appropriate services to students requiring assistance and intervention; and,
- a **healthy school and community environment** that supports the health enhancing decisions of students, families, and school personnel.

Nader (1990) has suggested that the following five steps are necessary for the development and implementation of this approach:

- Step 1: Links to the Community
- Step 2: Needs Assessment
- Step 3: Develop/Modify the School Health Services
- Step 4: Develop/Modify School Health Education
- Step 5: Develop/Modify the School Environment

Comprehensive School Health Pilot Design

Calgary's **Partners for Healthy Living** Initiative illustrated a more holistic, systematic, and integrated approach to school health promotion and required the supportive involvement of parents, health and community agencies, and schools. This collaborative approach facilitated the development of integrated programs and instruction, community support, and healthful school environments that reinforced health-enhancing decisions for the entire school population. Minimal funding was required to develop these linkages, which were aimed at promoting the redirection of existing resources.

The objectives for the Partners for Healthy Living Initiative were:

- to promote health and wellness of both students and staff through worksite health promotion strategies;
- to integrate meaningful health instruction and promotion based on stakeholder needs rather than as a single issue, crisis oriented reactions (Allensworth, 1993);
- to demonstrate that health education can be effectively shared among school, parents, students, and community agencies; and,
- to decrease fragmentation and improve effective service delivery through the coordination of health instruction, health services, and healthy school environments.

The following developmental plan (Kane, 1993) guided each pilot school experience:

1. Develop an awareness of **Comprehensive School Health** in each pilot school.
2. Informally assess the key features of comprehensive school health that exist already in each pilot school.
3. Form a **school health advisory committee** representative of students, parents, school personnel and community resource people.
4. Conduct a **formal health needs assessment** of students, parents and school personnel.
5. Analyze and **prioritize health needs** using health survey results.
6. Develop a **Comprehensive School Health action plan** incorporating program-specific evaluation strategies for each priority health need.
7. **Implement** the action plan using a needs-specific subcommittee structure.
8. **Consolidate** program-specific evaluations yearly and report program outcomes and recommendations to school leadership team.
9. **Reassess** school health needs.
10. **Renew** the commitment of health advisory committee members for another one year term.

Differentiated Pilot School Sequence

School Year 1992-93 Pilot Schools 1 and 2 were involved with the development and refining of a generic needs assessment, the formation of a school implementation committee, and the mobilization of health services to address identified needs. This process modelled the collaboration necessary for efficient resource use. Intense coordinator assistance was required at these school sites.

School Year 1993-94 Pilot Schools 3 and 4 facilitated in the development of the comprehensive school health implementation manual. This phase of the pilot plan involved less coordinator time at the school. The coordinator focused on monitoring and facilitating the development of implementation strategies specific to the individual pilot schools.

School Year 1994-95 Pilot Schools 5 and 6 demonstrated a verification of a "self-guided approach" using the implementation manual and requiring minimal coordinator assistance.

Evaluation Plan

The University of Calgary research team directed the ongoing evaluation during the three year mandate. Key components of the evaluation master plan included:

- **Assessment of health-related needs** of students, parents and school personnel.
- **Impact Evaluation** of program specific interventions and all spin-off effects of the initiative.
- **Evaluation of the processes** involved in the developmental planning and implementation of the initiative.

Evaluation findings have guided the development and implementation of Comprehensive School Health:

- Substantial differences exist between the student views of adolescent health needs and those of parents and school staff. The views of parents and school personnel are highly similar. The greatest differences lie between the views of students and school personnel. This finding underscores that CSH planning should be driven by student health priorities. (Hiebert, 1994).
- In some of the pilot schools students had concerns about the school building and grounds, which were perceived as unimportant by adults. The health advisory committees that implemented various intervention strategies found this concern was a lower priority with students when reassessed. This change attests to the importance of approaching health in a comprehensive, coordinated, school and community-based approach.
- The impact of a comprehensive school health initiative is greater than the collective results of the individual components of the initiative. Thus it is important to have evidence proving the success of the individual components and also evidence of the "spin-off" impact of the total initiative. Methods of monitoring and evaluating the effectiveness of such interventions have been developed.

Case Study: The Forest Lawn High School Story

Background

Forest Lawn High School (FLHS) has always been concerned with the mental, physical and emotional health of its students and staff. The Partners for Healthy Living Initiative was seen as an opportunity to assess and address existing health needs of this diverse community, thereby increasing accessibility to health services and resources.

FLHS is the most culturally diverse high school in Calgary and is located in one of the lowest socioeconomic areas of the city. The community, served by the 1150 student school, is home to many of the city's newly arrived immigrants, working poor, welfare recipients, single parents and parenting teens. 6.2% of the students live independently of their parents and 48.5% of the students work part-time in order to sustain themselves and their families. There are 23 foreign languages spoken, with the five major languages being Vietnamese, Chinese, Arabic, Spanish and Punjabi. Forty six percent of the school's students speak English as their second language. Many of the students entering high school read at an elementary school level. Fifty percent of the staff have been at the school ten or more years, and many of the staff are feeling the pressure of balancing the personal needs of the students with the need to increase student academic performance on provincial examinations.

Getting Started

In September of 1993 the school was invited to join the Comprehensive School Health (CSH) initiative known as "Partners for Healthy Living" (PHL). The principal, the Career and Life Management (CALM) coordinator, and the school nurse agreed that this initiative would compliment the restructuring work currently going on in the school, as well as provide the staff with valuable information about the health needs of students, staff and community. (Collins, 1993). The core steering committee (system coordinator, school nurse and CALM coordinator) presented the initiative to a meeting of the school's leadership team and requested support. The initiative was approved, and FLHS became the fourth high school to join Calgary's Partners for Healthy Living Initiative.

The core steering committee then met to brainstorm the size and makeup of the steering committee, keeping in mind the philosophy of CSH. The proposed steering committee structure was reviewed and approved by the principal. Letters from the school principal, were sent to designated staff, students, and parents, inviting them to participate in the initiative for the next two years. The steering committee consisted of two parents, four students, an administrator, two teachers, the CALM coordinator, an ESL assistant, a multicultural worker, a support staff member, and the school nurse. External support for the committee was provided by the system CSH coordinator and a research associate from the University of Calgary research team.

Survey Development

In October of 1993, the PHL steering committee began meeting on a bi-monthly basis. Collectively the committee spent approximately 330 hours tailoring the Health Needs Survey and Health Impact Survey. Although the survey had already been used in the three previous pilot schools, the PHL steering committee felt it was imperative to refine the survey to meet the specific needs of the school's population. The original surveys were developed by the university research team following an extensive literature review and were not written with diverse school populations in mind. The survey tailoring process included a change in format, ensuring that the questions were culturally sensitive at an appropriate literacy level. Specific questions for those students who live independently were added.

Survey Administration

The surveys were administered to the entire school community in June, 1994. Because FLHS represents a very diverse community, the PHL committee thought it imperative to survey the entire school population in order to gather data representative of the community.

Staff were invited by the school health nurse to complete the survey two weeks prior to total school administration, in order to make the staff familiar with the survey so that they could better assist the students if questions arose. The personal contact led to a staff return rate of 80% - the highest rate for all pilot schools participating in the pilot. The survey was field tested in two classes to ensure the instructions were clear and accurate. As a result of the field test, the instructions for survey administration were revised.

Despite the fact that FLHS has a wide range of students and parents whose first language is not English, the cost of translating the survey into the five major languages made translation impossible. However, the committee was concerned about how the English as a Second Language (ESL) students would be able to complete the survey. Here the multicultural aide workers provided invaluable assistance in the classrooms on survey day. Unfortunately, many of the ESL students thought the survey was an exam and that they had failed because they did not finish. In an attempt to aid ESL parents in completing the survey, the school system's Multicultural Liaison Team organized two parent focus groups for each of the five major languages to assist in the completion of the health survey. The committee speculated some reasons for the poor parental attendance were: parents lack of understanding of focus groups; a reluctance to come to the school to discuss any issue; students not conveying the importance of the survey to their parents; and unfamiliarity with doing surveys in their culture.

Data Analysis

The total administration process (including parent focus groups, and staff and student survey completion) took one month. Data analysis was completed by the university research team during the summer. It should be noted that students used electronic scanning response sheets to record their answers, while parents circled their responses directly on the survey form.

Analysis of the data showed discrepancies between the staff, students and parent health priorities. The steering committee chose to address the health needs of the students:

- Career counselling
- School performance
- Physical school environment
- School safety and security

This remains a contentious issue for some staff, as they feel their needs should be addressed. The committee is continuing to work with staff and parents to inform and raise their awareness that CSH is an ongoing process and that their health needs will be addressed.

Accomplishments to Date

Since September of 1994, the PHL Committee has met bi-monthly and accomplished the following:

- Analyzed the health needs data of the school population;
- Prioritized the student health needs as reported by the students, parents and school personnel;
- Developed a communication plan to report health survey results to students, parents, and school staff.
- Planned and conducted a meeting for the staff, students, and parents to cooperatively provide input on possible directions for action;
- Established subcommittees to address the top health needs of students; and
- Submitted three proposals for money to support health need priorities (successfully receiving \$1000 to date).

Health survey results were presented at a joint meeting of staff, students, and parents on December 13, 1994. Following a short presentation on the significance of the finding to the school and how the findings could enhance the progress of education priorities, focus groups representative of school stakeholders were formed. Each focus group was asked to select two priority health needs, clarify the importance of each health need, and propose strategies for action by the school and community.

The PHL steering committee noted the following outcomes from the meeting:

- Received input of students, staff, and parents clarified the prioritized health needs;
- Renewed support for the PHL Committee;
- An equal voice for staff, students, and parents to discuss school improvement issues and move away from their normal interactions (i.e. student progress at parent teacher interviews, speeches at graduation, or a sports event);
- A greater awareness by the staff of the importance of the voices of students and parents in the decision making process; and

- Concerns from staff in regards to their own health needs.
- Next Steps
- To share demographic data with the staff (i.e. students working part time and its impact on school performance).
 - To share staff health needs data and develop work site health promotion strategies.
 - To establish which health goals can be achieved by June, 1995 and develop a plan to meet these goals.
 - To allocate funds to health priority task groups in order to meet their goals.
 - To renew membership on the steering committee.

Comprehensive School Health: An Approach to Understand Cooperation

System based issues resulting from pilot school implementation:

- Continue the CSH approach as a leverage point for health and education organizations to work together. There is an increasing demand to provide an integrated approach in meeting the complex needs of children and families.
- Expand the development and implementation of CSH to all district elementary, junior high and senior high schools.
- Renew a cost sharing agreement to fund a coordinator position. Coordination is essential in order to accelerate CSH development district wide.

School based issues resulting from implementation:

- Funding at the school level to support PHL Initiative development.
- Ongoing commitment should the school experience an administrative leadership change.

Conclusion

The key out come of implementing a CSH approach is recognizing it is a mechanism to enhance stakeholder collaboration and to address the health needs of today's youth. We have learned from this pilot experience the importance of:

- **The student voice** CSH means participation is a "bottom up" process of shared decision making and ownership in achieving a healthy school environment.
- **Collaboration** Students, staff, parents, and community agencies have worked together to achieve an understanding of the current health realities. A synergy of each other's efforts has resulted in more efficient use of dwindling resources.
- **Broadening the Definition of Health** Working with student health priorities has reminded the committee that health is more than the absence of disease. It includes the psychological, mental, emotional, social, cultural and physical aspect of well-being.

It is better to build children than to repair adults. (CASH,1993)

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Commitment to Quality of Childhood

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The School of the Future

Pine Ridge Secondary School opened its doors to students in September, 1992, in a beautiful building "nestled in a stunning natural grove with a ridge that is part of the old shoreline of Lake Iroquois." (Student Agenda, 1992). The staff were committed to helping students "be compassionate, contributing members to all aspects of society" (p.5), comfortable with technology, promoting environmental and ethnocultural harmony and empowered to reach their own visions. Within the school building Schoolhouse Playcare Centres of Durham, Inc. opened their daycare facilities for children aged 6 weeks to 5 years who were children of staff, students or people in the surrounding community. The concept of "education and child care hand-in-hand" (p. 12) is the starting point for this presentation and for the collaborative efforts of its authors as Child Care teacher on the Pine Ridge staff and Public Health Nurse for the Durham Region Health Department.

The Child Studies Lab. at Pine Ridge Secondary School is a shared facility used cooperatively by the Technological Studies department for Child Care classes and Schoolhouse Playcare who supervise the children's programs operating in this room. At the present time there are Child Care classes at the Grade 10, 11 and 12 General Levels. During the semester, students in these classes have the opportunity to work directly with young children. Grade 11 and 12 students plan, prepare, implement and evaluate programs for 16 preschoolers who are brought to the centre on Tuesdays and Thursdays for two hours, during the middle twelve weeks of each semester. Grade 10 students focus on infant and toddler development and are able to observe and interact with children in the adjoining day care facilities and to create resourceful, developmental learning activities. The Curriculum Policy Document for Technological Education in Grades 10, 11 and 12 places Child Care under the Broad-Based Technological area entitled Personal Services, effective September 1, 1995. The "program must include the study of health care, personal grooming, child care, and geriatric care; a Personal Services course may focus on one or more of these four topics." (Broad-based Technologies Validation Document, 1994, p.52) This is the ideal foundation for a "relationship between home economics, health, life management and technology education courses" suggested as an issue in the Invitation to this Symposium, and in the authors' opinion an excellent place to implement a Comprehensive School Health program.

The Canadian Association for School Health based in Surrey, B.C. states in their literature that, "Wherever they live, ...young people today face challenges that threaten not only their physical health but also their social, cultural and psychological well-being. School-based programs play an important role in helping young people face those challenges." and quotes Jill Van Dijk, "It is better to build children than to repair adults". In practice the Comprehensive School Health framework encompasses three areas in schools that are usually in place, but can be consciously and collaboratively developed to enhance wellness. These are; instruction, supportive environments and services. At Pine Ridge Secondary School in Pickering we have been fortunate to have a concerned and committed administration, a Health Department which provided time and support for Alba Miniaci to develop innovative programs, and financial assistance from an O.S.S.T.F. Professional Growth Project to enable a committee of staff to learn from each other, from research and from the Public Health Nurses.

Instruction and Identification of Student Needs

Our concerns about the needs of the student population at Pine Ridge S. S. who were parents began with informal discussions among staff soon after the school opened. One student-parent in Laurie King's Child Care class made a comment that she spent her whole lunch period talking to students who thought they were pregnant. She felt worn out already trying to keep up her marks, get along at home with her parents and their advice on child-rearing, and also worry about students who were coming to her with their problems. This discussion led to the first attempt to start a support group, however the students did not seem to want to acknowledge that they were concerned. The original student kept talking to Laurie after classes and to Bea Meglio, a Communications teacher. Bea and Laurie approached Vice-Principal Angie Littlefield about starting a support group during lunchtime, beginning in September, 1993. Our goals were to help students become the most successful students and parents that they could be, and to keep the staff role to one of facilitation.

The student-parent support group met every Thursday at lunchtime throughout the 1993-4 school year. Alba Miniaci offered information sessions as requested by the students on topics such as starting infants on solid food and nutritious menus, healthy sexual development in toddlers, biting and tantrums, choices in relationships and many informal suggestions and community contacts for students. Other staff members joined the facilitation team, including Brenda Chan E.S.L. teacher, Linda Phillips a Science teacher expecting her first child, and Loraine Lee the Schoolhouse Playcare Supervisor. Together staff and students arranged guest speakers, outings and parties, shared in the discussions and took turns providing snacks. We had about a dozen students who attended regularly and usually we had four to six students around the table with two staff members.

At the end of the school year we asked the students whether the support group was worthwhile. They answered that it had been very important to them because they had not realized that anyone felt the way that they did until they heard other students express their concerns about school, their child, their relationships, and their coping strategies. They enjoyed meeting more people and their participation in Student-Parents Speak Out, a panel of support group members who spoke to other students about the challenges in their lives. They had enjoyed the speakers on financial planning, legal issues and C.P.R. and suggested future topics such as self-esteem, child development, relationships, communication, street-proofing for kids and legal discussions.

Services

Throughout 1993 and 1994 there were many activities organized by the Student-Parent Professional Growth Committee which came about because of staff and student concerns as well as administration and parental requests for initiatives. The Prevention of Teen Pregnancy was a major concern. Bea Meglio and Laurie King put together a brief introductory video on Teen Parenting from the viewpoint of teens who were parents, and Alba Miniaci presented a follow-up comparison of the Myths and Realities of Teen Parenting for all of the Grade 9 students in October of 1993 and the "new crop" in October of 1994. This past year Dan DeKKing, Head of Physical Education at Pine Ridge, worked with Alba and an epidemiologist from the Health Department to develop a more comprehensive pre- and post-presentation questionnaire for all Grade 9 homeroom students, so that specific issues and concerns could be addressed through Health classes or individual counselling.

Student-Parents Speak Out was, according to Angie Littlefield, the most successful strategy for sharing information and letting students

picture how they would cope as a parent at this stage of their lives. Students meeting in December, 1994, were still talking about what they had heard at sessions presented in late April, May and June of 1994.

The other major area that we entered into, again because of a student comment during a lunchtime discussion, was the prevention of violence in relationships. Brenda Chan organized a theatrical presentation of "Mirror Game" by Dennis Foon in October, 1994, which dealt with awareness, responsibility and breaking the cycle. Students from Grade 10 to OAC were able to attend. Teachers were provided with follow-up activities and exercises on violence awareness and prevention, to use in their classrooms. The week following, Alba Miniaci coordinated an extensive panel on the Prevention of Violence with speakers including Francine Nicholas, a victim of domestic violence, Cindy Gates from Denise House, a local shelter for women and children, Keith Marlow from Family Counselling, Laurel Hanson from the Rape Crisis Centre, Joyce Emerson from Apple House, a second stage residence, and representatives of the Durham Regional Police Force.

Through close liaison with the Health Department we have shared information through in-service for our staff on April 20, 1994 by the Public Health Nurses, and Brenda Chan's facilitation of "The Poverty Game" and on September 13, 1994, when Brenda Chan and Laurie King attended a facilitation workshop offered to Public Health Nurses working with groups similar to our support group. Other benefits of this relationship have included applying for and receiving a grant from Family Violence Prevention which enabled us to purchase resources to support the follow-up programs for the "Mirror Game" and the panel, as well as hiring our in-school video crew to record and edit the panelists' presentations. Healthy Families Durham is another on-going commitment by the Pine Ridge staff to test out teaching resources and develop teaching strategies and a kit to facilitate more classroom discussion and investigation of Healthy Families using a broad-based approach. This committee has purchased books, videotapes and provided hands-on materials such as case studies for the Pine Ridge S. S. Resource Centre and we are in the process of developing broad-based curriculum units for teachers across the Durham Region.

Supportive Environments

In summing up the activities at Pine Ridge which began with our concern for student-parents, Brenda Chan said, "The hardships haven't changed for the student-parents and the reasons for getting pregnant haven't changed, but through staff and students working together we have changed; (1) community awareness to the realities and resources available to help those in violent relationships or with the stresses of parenthood, (2) more students are completing their O.S.S.D. within the school, (3) a place where students can meet with other students for support, (4) acknowledgement and ownership without shame, (5) we made a difference - bringing joy, knowledge and fun to help someone get through a day, (5) it makes me feel good to be of service and share with others in this - Children are our future."

In Ontario the Premier's Council formed a Children and Youth Committee which recommended action rather than "Band-aid solutions to child rearing problems" (Marilyn Knox, 1994). The four times in a developing child's life when they are in most need of preventative social supports are the transition periods at; (1) the prenatal and postnatal period, (2) the early years leading up to school, (3) the emerging adolescent, and (4) the stage as the adolescent

prepares to leave school and enter the adult world. The report does not push for more money but for communities to work at using the existing money in more effective ways to benefit children and youth. (Steinhauer, p.15). It is the belief of the authors that we are working to accomplish this at Pine Ridge Secondary School.

Through the content of Child Care courses as well as Health and Parenting courses, students at Pine Ridge S.S. are investigating important issues in the prenatal and postnatal period. The funding from the Healthy Families Durham project has enabled the Resource Centre to provide students with the most up-to-date print, video and community resources for projects investigating genetics, effects of alcohol, drugs and smoking, nutrition, stress, financial planning and many other topics impacting pre-conceptual and conceptional health.

Through collaboration with Schoolhouse Playcare, Inc. in operating a Preschool Program in the Child Studies Lab. at Pine Ridge S.S., students observe and participate directly in planning, creating, implementing and evaluating 'learning through play' experiences for children 2 1/2 to 5 years old. Throughout the semester students blend theory and practice in guiding children's behaviour in positive ways, making decisions, using resources, communicating in a professional and collaborative manner with children, parents, staff and each other. Everyone learns a great deal throughout this process. Students are motivated to participate with children, and develop a new perspective on their own lives as they work as teachers and role models for the young children. Students take responsibility and learn to be accountable for their actions as well as encouraging and supporting each other.

At the same time students are preparing for future careers in education, health care, community services such as social work, law enforcement and fire prevention. Many students use the Child Care and Parenting courses as the basis for Co-operative Education placements, summer jobs and college entrance requirements for practical experience.

Most secondary schools in Ontario offer Parenting and Child Care courses with practical components involving work with young children as a curriculum requirement. Ontario's N.D.P. government recently withdrew its proposal to begin formal schooling at age 3 (Toronto Star, Feb. 21, 1995). In speaking to parents whose children are enrolled in our Preschool Program at Pine Ridge S.S., the parents said that they would not support 3 year olds attending the elementary schools, but that they are in favour of programs such as the one at Pine Ridge because of the double educational value - teaching preschoolers while teaching adolescents. The parents also appreciate the amount of caring and attention for their children in these programs which raises the self-esteem of both student populations.

As Home Economists we must become technologically proficient and open our eyes to the opportunities within programs such as Ontario's Broad-Based Technologies (1994). Our field has always combined physical and social sciences to enable people to live their lives in the most satisfying and effective way possible. The proposals to be implemented by the Ministry of Education in September, 1995, encompass concepts, goals and objectives that have been associated with Home Economics programs since their inception. Rather than feeling upset that other subject areas are teaching our curricula - we must use this to our advantage to work towards wellness and a high-touch as well as high-tech society.

Through the collaborative efforts of the teaching, health care and day care staff at Pine Ridge Secondary School we have actively promoted a practical, caring and skill-building learning environment

which we all hope will make a lasting difference in the lives of our students and their children, now and in the years to come.

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Placing Gender Equity on the Agenda in Home Economics Education

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Home economics curriculum must go beyond the teaching of domestic tasks to boys and address gender stereotyping arising from the dominant ideology. (Hall, 1993, p. 59)

Gender equity involves more than questions of access, sex stereotyping, and gender bias in student-teacher interaction. It means taking women students seriously. It means recognizing the diversity of human experience, re-valuing women's knowledge and women's work, and changing traditional ways of relating. It means placing gender relations on the agenda in the classroom. (Eyre, 1991, p. 217)

Voices From the Classroom

During teacher demonstration in a grade eight foods and nutrition classroom:

Teacher: Orange vegetables have lots of vitamin A.

Jay: (Pretending to be serious) Is it hard?

Teacher: The carrot is crisp. Would someone like to have it?

Danny: Jennifer will have it. She likes long things.

(from Eyre, 1991, p. 205)

I've been harassed in FRONT of teachers and hall monitors, maybe even a janitor or two, and certainly other students, NONE OF WHOM took any action. They probably dismissed it as flirting, or maybe they were just ignorant or didn't care. (14 year old, white, New York in Stein, Marshall, & Tropp, 1993, p. 3)

I have been sexually harassed in the same school for the past two years. I don't remember doing anything to put the thought that I'm a 'SLUT' into people's minds...I have been called a 'SLUT', a 'HO,' a 'WHORE' - every cheap name there is. I have been told by guys that I'm a '5 cent hole,' that I'm 'easy,' that I'm 'cheap,' and that they've 'told their friends about me.' One thing that happened to me that totally changed my self-confidence was when I was in 8th grade. I was walking through two buildings, something like a hall. I was with a friend...they threw condoms at me and called me 'a 5 cent hole.' I felt sad, mad, hurt, dirty, and cheap.... (14 year old, Japanese/Caucasian, Hawaii in Stein, Marshall, & Tropp, 1993, p. 3)

There was this one particular day when the harassment was at an unusual high. I kept cool until the end of class. At the end of class I ran into the bathroom and locked the stall door. I started crying hysterically. One of my friends happened to see me and came in. She persuaded me to come out and go to class and the office. The boy was suspended and switched from the class. Although it was over and all, I still felt withdrawn from that class. I think that if it would have went on any longer I would have failed the class. (14 year old, black, Michigan in Stein, Marshall, & Tropp, 1993, p. 3)

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. He frequently felt left out of class discussions. "A lot of times I found I couldn't get into the conversation because they were talking mostly about husbands and this and that." (Hall, 1993, p. 56)

The "naturalness" of gendered behaviour makes it very difficult for students to be aware of what they are experiencing and the effects it may be having on them. If we ask girls, they may not feel they are being derided, harassed, or silenced, because these experiences are a "natural" part of being a girl. Yet the harassments and inequities experienced in classrooms (including home economics classrooms), in hallways, and throughout schools makes schooling a hostile place for many girls (and boys).

Home economics is uniquely positioned in the curriculum to place gender equity on the agenda, in the way it defines and teaches content, and in the social relations it fosters in the classroom and schools. Gender equity will not be achieved until there is equity in families and in public workplaces. Home economics can impact both of these realms of life.

Study/Action for Gender Equity in Home Economics

For the past three years we have had funding from the Gender Equity Program, British Columbia Ministry of Education to initiate and sustain a study/action group to address gender equity in home economics. The project has been based in the Faculty of Education, UBC and directed by Dr. Linda Peterat. It has involved approximately four home economics teachers from different districts in the province. Specific activities have evolved each year from meetings, discussion, and study of issues.

Year 1 (1992-93):

- Meetings to share experiences and observations as teachers.
- Acquired and reviewed teaching materials and books on gender equity.
- Developed workshops for teachers on gender equity and sexual harassment.
- Wrote seven articles for publication in provincial Teachers' of Home Economics Specialist Association newsletter (THESA Newsletter).
- Developed brief outline for Women's Studies course.

Year 2(1993-94):

- Continued meetings.
- Offered workshops at THESA Conference on teaching for gender equity and in several districts on teaching Women's Studies.
- Developed a curriculum guide for course Women Studies 11/12.
- Articles from previous year were published in THESA Newsletter.
- Initiated network of educators for gender equity and Women's Studies in the province. Several newsletters were prepared and circulated to approximately 40 educators on the network.
- Presented workshop for student teachers on teaching for gender equity in home economics.

Year 3 (1994-95):

- Continued meetings.
- Continuation of newsletter and network.
- Integrate teaching for gender equity into third term post-practicum course for student teachers.
- Develop workshop series for home economics teachers.

Project Outcomes

Support Network

As a result of meetings and workshops given early in 1994 on teaching Women's Studies, the network expanded with a Women's Studies focus to include 28 teachers throughout the province. Three newsletters were prepared as a mechanism for keeping in touch about what each other is doing in teaching Women's Studies. The Women's Studies 11/12 course outline which was developed by the project was mailed to all on the network list.

Workshops

Ellen Hall (Surrey District) and Susan Tannar (Shuswap District) developed and presented inservice workshops for teachers and student teachers on teaching for gender equity and about sexual harassment in home economics/family studies. Linda Peterat and Mary Leah DeZwart (Kamloops District) developed a workshop for teachers on introducing and teaching Women's Studies as a locally developed course or within home economics/family studies. (Ellen Hall can be reached at Fleetwood Park Secondary School, 7940-156 Street, Surrey, B.C. V3S 3R3. Linda Peterat at Faculty of Education, University of British Columbia, Vancouver, B.C. V6T 1Z4).

THESA Newsletter Articles

In the first year of the project, seven articles were written to raise awareness about gender equity in home economics and the ways teachers may begin to address the issue. The articles were printed in THESA Newsletter during 1993-94. They have recently been reprinted in the BCTF Research Report Tools for Gender Equity. (Available from B.C. Teachers' Federation, 100-550 West 6 Avenue, Vancouver, B.C. V5Z 4P2)

Women's Studies 11/12

At the end of the first year of the project, a ten page course outline for Women's Studies 11/12 was developed. In the fall of 1993, it was proposed in Kamloops School District as a locally developed course and gained approval in Spring 1994. The course outline expanded to over 100 pages in length and is available for teachers interested. (The course outline is available by contacting Shirley Avril, Coordinator, Gender Equity Program, B.C. Ministry of Education, Fifth Floor, 620 Superior Street, Victoria, B.C. V8V 2M4).

Teacher Education

During the second year of the project, Susan Tannar and Ellen Hall presented a one-day workshop for home economics student teachers at UBC on gender equity and sexual harassment. In the current year, we plan to expand this to approximately 17 hours in length with an emphasis on material development and action planning.

Recommendations for Action

Curriculum:

- Men must be involved in the development and delivery of curriculum. They must be encouraged to examine their own oppressions and oppressive actions.
- Gender differences must be a part of all topics in home economics -- dating, parenting, socialization, communication, careers, etc. -- and all areas such as clothing and textiles, foods and nutrition, etc.
- The nature and kinds of politics and power which constitute human and family relationships must be studied.
- Teaching must bring experiences to awareness and analysis, and students must be encouraged to make changes in their lives and communities.

Students:

- Seize opportunities to work with students in school leadership groups.
- Culminate learnings by having class members reach out by making school wide presentations or presentations to other classes --by taking action to make changes.
- Involve students and teachers in shaping policies and practices to make schools a less hostile (more healthy) environment.

Teachers:

- MUST take leadership in action for gender equity.
- Gender equity should be a concern and topic throughout teacher education. Create awareness and clarify places for action.
- Understand home economics as part of the women's movement and as a subject area constructed on women's knowledge.
- Create networks within professional associations and schools to work for equity.
- Start small with leadership in recognizing International Women's Day, Women's History Month, Person's Day, etc. Get the whole school involved.

School/Community:

- Form alliances with parent advisory groups in schools to address issues of gender equity together.
- Form coalitions of teachers across subject areas in your school to take joint actions.
- Survey students in your school to inform curriculum, and to establish policy and re-dress committees on equity and harassment.

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Stein, Nan; Marshall, Nancy L. & Tropp, Linda R. (1993). *Secrets in public, Sexual harassment in our schools*. NOW Legal Defense and Education Fund and Wellesley College Center for Research on Women.

RECOMMENDED READING

British Columbia Teachers' Federation (1994). *Gender equity education, Teacher resource guide*. Vancouver, B.C.: Author.

Includes a discussion of the meaning of gender equity, a self-test on 'your gender bias,' discussion of inclusionary language, and 41 lesson plans for teaching. 180 pages. Address: BCTF, 100-550 West 6th Avenue, Vancouver, B.C. V5Z 4P2 \$11.00

Also available free from the Research Department of BCTF is a recent publication which contains the THESA Newsletter articles, called Tools for Gender Equity.

Canadian Teachers Federation (1990). *A Cappella: The realities, concerns, expectations, and barriers experienced by adolescent women in Canada*.

This is an excellent resource for teachers. This study gives insight into the lives of adolescent women and could be used as a discussion starter or as a resource for issues in the lives of adolescents. 53 pages. Order from: CTF, 110 Argyle Avenue, Ottawa, Ontario K2P 1B4.

Gaskell, Jane & Willinsky, John (Eds.) (1995). *Gender informs curriculum: From enrichment to transformation*. New York: Teachers College Press. (Available through OISE Guidance Centre in Canada)

Staton, Pat & Bourne, Paula (1994). *Claiming women's lives: History and contemporary studies*. Toronto: Green Dragon Press.

A wonderful resource for teaching women's history and contemporary studies; it is a "detailed guide listing resources that can supplement and redress the sex-equity imbalance in existing texts." Written to supplement Ontario's curriculum, it is useful for all teachers. (Green Dragon Press, 135 George Street South, #902, Toronto, Ontario M5A 4E8)

Men for Change, P.O. Box 33005, Quinpool Postal Outlet, Halifax, N.S. B3L 4T6 have for \$50.00 prepared three curriculum guides aimed at violence prevention. The guides are: Grade 7: *Dealing with aggression*; grade 8: *Gender equality and media awareness*; grade 9: *Forming healthy relationships*. The guides contain many helpful ideas to use with students at any grade level.

Stein, Nan & Sjostrom, Lisa (1994). *Flirting or hurting? A teacher's guide on student-to-student sexual harassment in schools (grades 6 through 12)*. Wellesley College Center for Research on Women.

Contains lessons and supplementary activities on teaching about sexual harassment. Resources are listed and relevant readings included at the back. 107 pages

Wellesley College also produces periodic Research Reports and a wealth of relevant materials. (Address: Wellesley College Center for Research on Women, 106 Central Street, Wellesley, Massachusetts 02181-8259)

Strauss, Susan (1992). *Sexual harassment and teens, a program for positive change*. Minneapolis, MN: Free Spirit Publishing.

One of the most comprehensive guides to addressing and solving any sexual harassment problems that may exist in your schools. A proactive, prevention program, this guide takes you through defining and developing a sexual harassment policy to implementing and teaching it. Complete with lesson plans and resources. 150 pages. (order from: Claude Primo Associates, Harper Collins Canada, 1995 Markham Road, Scarborough ON M1B 5M8 \$23.50 + GST).

Poster Session

A Study in Progress

The Perceptions and Experiences of Boys in Family Studies Classes

Annabelle Slocum, Lorraine Manners, Gina Bruschi,
The University of Western Ontario

INTRODUCTION

Heeding the call for gender equity is a fairly recent phenomenon. In the early 1970's gender equity concerns resulted in changes in core course requirements, encouraging girls to take math and science courses and boys to enroll in home economics/family studies courses, primarily in co-educational classes (Eyre, 1989). As an advocate for gender equity, Nel Noddings (1992) raises what she considers to be a rarely asked question: "Why do men lag behind women in elementary school teaching, early childhood education, nursing, full-time parenting, and like activities? Is there something wrong with men or with schools that this state persists?" (p. 66). Those who would use schools to foster and promote gender equity through a gender sensitive and a gender balanced curricula and a reconstruction of education declare "gender equity cannot succeed unless fundamental changes in schooling occur" (Eyre, 1989, p. 22).

Some well-known scholars on the subject of gender equity believe an equitable education for both boys and girls includes valuing and teaching both the goings-on within family life in the private sphere and the activities outside family life, in the public sphere. Currently women's responsibility for the private sphere is being challenged. Attention in education is focusing more often on directing girls into science and math in preparation for male dominated careers in the public sphere. Researchers inquiring as to why girls continue to lag behind boys in math and science have not asked what it is like for a girl to be in a math or science class, how she may have come to make her selection, or what it means to her to be educated in math and science. Nor it seems have researchers asked boys what it is like for them to be in a home economics/family studies class, how they came to make their decision, or what it means to be educated in home economics/family studies.

Thinking about what it might mean to boys to be educated in home economics/family studies led to considering Brown's ideal of the person educated in home economics/family studies. Of interest to this study is the particular disposition and attribute of the person as one who is "able to define perennial practical problems of the family within a social-historical context" (Thomas and Smith, 1994, p. 22). An elaboration of Brown's ideal draws our attention to specific problems of the family such as those resulting from biases and inequities like sexism. In a home economics/family studies class what are the boys' attitudes towards sexism and gender equity within family life and outside family life? In what ways can and does home economics/family studies contribute to boys knowing about, coming to understand, and becoming advocates for gender equity in the private sphere and the public sphere? What do

the boys in home economics/family studies classes say? How might the perspective and experience of boys in home economics/family studies classes inform our curriculum and practice? To further our understanding of ways to go about achieving gender equity in home economics/family studies programs, it is time to listen to what the boys are saying.

THE STUDY

Ten boys and three teachers from one high school were interviewed for this study. The young men ranged in age from 15-19. The teachers were all women, including the full-time family studies teacher, a part-time teacher, and a student teacher specializing in family studies and practice teaching at this school. The male students represented 63% of the young men enrolled in the family studies program at this mid-sized urban high school. All 16 students were asked to participate, 11 agreed to be interviewed, one became unavailable during the study. Six of the 10 students were enrolled in the OAC (Ontario Advanced Certificate) Families in Canadian Society family studies course, which is also classified as a sociology course. Only one of these senior students had taken a previous secondary school course in this subject area. The remaining students were divided between foods (3) and parenting (1) classes in grades 9, 10 and 11.

SIGNIFICANCE OF THE STUDY

- affirm what is good in what is happening
- raise awareness of what ought to be happening on the other hand
- clarify what is relevant psychologically, socially, and occupationally and in terms of fostering the ideal of the person educated in home economics/family studies.
- inform and shape our curriculum and our practice
- bring us to a deeper understanding of the meaning of home economics/family studies education to boys.
- engage us in thinking about gender equity in relation to: (1) stereotypes for men and women and how they can change in the light of new understandings; and, (2) what it means to be a human being, living in a family in all our connectedness and interrelatedness.

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Listening To What The Boys Are Saying

I took this class because...

- I wanted to know how to cook.
- It's an easy OAC credit.
- I want to learn communication skills.
- My fear of death has made me conscious of food.
- My Mom, who is a Family Studies professor, wanted me to.

My main concerns about participating in the class are...

- There aren't enough boys in the class.
- Watching my language--the girls are feminists.
- My friends ridicule me for taking the class.
- The independent study might be difficult.
- I don't know what to expect.

My expectations were...

- I didn't expect to learn much, but I am.
- I didn't know what to expect, but I'm learning a lot.
- I thought the course would be easy, but it isn't.
- I expected to learn only about the family, the scope is much wider.

The atmosphere of this class was...

- Freer than other classes, the routine was different.
- Nice but some of the girls were 'testy'.
- Interesting. It was fun, the teacher was good.
- Fun. The material was hard but the presentation was interesting.
- Weird. I don't like being the only boy but the girls are pretty nice to me.

In this class I learned things like how to...

- Keep an open mind about food.
- Cooperate in groups, how to help others and the different moods of girls.
- Become a better father.
- Control my anger and I'm aware of some problems I didn't know I had.

This class is important because...

- You learn how to keep an open mind.
- I learned about different cultures.
- It broadens viewpoints and enlightens.
- You learn about others and yourself.
- It prepares you for the future by thinking about issues now.
- YES I would recommend it to my friends.

Since I'm taking a Family Studies course, my friends...

- Make fun of me.
- Laugh at me. They think it's a big joke.
- My friends don't make fun of me.
- My friends laugh at me because it's a female-oriented course.

I think the girls in this class...

- Gossip, get excited.
- Are more serious.
- Are more quiet.
- Get less attention than the boys.
- Are about the same as boys.

But when they are out of class they...

- Gossip.
- Act more like guys.
- Act about the same as guys.
- Chatter about stupid things.
- Play dumb.
- Are more relaxed.

QUESTIONS FOR SYMPOSIUM III PARTICIPANTS

1. In what ways do the boys' responses ring true about what is happening in Home Economics/Family Studies classes?
2. What do you hear the boys saying in your classes?
3. What are you left wondering about as a result of the boys' responses?
4. What do the boys' responses indicate for you in terms of the significance of the study?

Issues of Gender in Traditional Education
Within Families During the Transition Process in Romania
Daniela Sirbu, Bucharest, Romania

1. Introduction

The relationships within family and the interactions between the family and the global society are mainly determined by the level of the economic development, by the political situation, by the cultural traditions and religious beliefs. This paper analyses the impact of these factors on the families during the present transition process in Romania with a special interest for interactions between traditional patterns of education within families and the influences coming from the global restructuring of the Romanian society. The main focus is placed on clarifying the mechanisms that lead to the reinforcement of gender oriented education of children within families and it's outcomes on the family relationships and on the social status of men and women.

As it is stressed in Marcucci's study [1]: "diversity reflects the fact that developed countries tend to have similar social structures and therefore similar socio-cultural problems, while less developed countries tend instead to be very different, with a variety of situations and problems".

It is interesting to see how this theory acts in the case of the ex-communist Central and Eastern European (CEE) countries: In which category may these countries be included and what are Romania's particularities between them? What is the current social, economic and cultural position of the women in these countries and what kind of influences have the transition process had on women and therefore on general equilibrium of relationships within families?

2. Social, Cultural and Economic Changes

2.1. General Description of the Transition Process in Romania

The Revolution of December 1989 determined major changes in Romania. These changes have marked the transition process from a socialist to a capitalist society. Promoting a new economic policy together with the necessity of modifying the economic structure has become a current preoccupation of all the political forces.

The first non-communist government installed in Romania, after December 1989, launched an economic reform which was continued by all the following governments. The main purpose of this reform is to change the economic system in order to facilitate the diffusion of the market economy in Romania. Large efforts were made to replace the predominant state property with a private one.

The transition process is necessary in order to change the structure, principles, and mechanisms of the Romanian economy. While old economic patterns are rejected by all the political forces, the new ones are not yet clearly defined. Most of the economic units are strongly affected by the lack of clear strategies in the transition process to the market economy, by the inefficient internal organization, by the loss of the previous existing links established with other economic units and especially by the lack of currency.

Due to these aspects, and in spite of the real necessities of the society, the Romanian economy is not able to absorb the available work force. This aspect is strengthened by the reduction of working places which has become a characteristic effect of the economic transition in the whole CEE region. Thus, the problem of unemployment has become a very important one. Simultaneously, the whole population has had to endure a higher and higher rate of inflation.

Private property penetration has determined rapid and important structural changes. Unfortunately a phenomenon of rapid enrichment of some categories of the population, together with the impoverishment of larger ones, has become obvious.

2.2. Unemployment

The fuzzy economic patterns which are so specific for the transition process in all the CEE countries together with the problem of unemployment are two of the complex factors which affect the greatest part of the population and explain a general feeling of insecurity.

There was unemployment during the communist period also, but it was masked by different methods and it has never been officially recognized. During the communist regime everybody had a job. This was possible by maintaining small average wages which varied between very close limits. This explains the fact that most families obtained almost equal incomes. As a result of this policy, a feeling of security in everyday life was determined but it was accompanied by a lack of motivation for economic efficiency. At present both the attitude of the officials and that of the population have changed.

Unemployment does not influence to the same degree the whole population. At the end of 1992 there were, officially, 900,000 people out of work [2]. This figure represents about 8.4 % of the active population. Meanwhile, the unemployment percentage has slightly increased. It has been observed that those most exposed to the risk to lose their jobs are women with children, young people under 30 years old and workers [2].

We may conclude that the problem of unemployment acts more strongly on young women with children. Young women workers are especially disadvantaged.

2.3. The Impoverishment

As a result of the transition more and more families are confronted with an accelerated impoverishment process. The most affected families are those with single women as the parent. The extended impoverishment process explains the great number of vagabond children and abortions and for the reappearance, in the last two years, of children's illiteracy. Poor families, having more children, are no longer able to support them in school.

2.5. Corruption

The hard race for rapid enrichment and the lack of clear legislation explains the extended corruption which has appeared in the last three years. No clear measures against this phenomenon have been taken until now. Together with the lack of minimal living conditions and the continuous impoverishment of more and more families, the generalized corruption explains the leftist political preferences shown by women in the last elections.

2.5. Insecurity

After the Revolution women's insecurity became higher and higher. The fight against different forms of violence inflicted on women diminished and became unnoticed by the public at large. This has determined a greater number of sexual abuses and explains the attention recently shown by the press to these issues. It had to be taken into consideration that most sexual abuses are not declared by women and even those declared are rarely solved by the police.

At the same time, the rapes, blows and injuries inflicted on women within their very families are, in general, considered to be part of the normal family order and explain the subordinate relationship between man and woman.

The lack of well organized women's associations explains the reduced attention the press shows to the sexual harassment issues in the workplace which unfortunately has become very usual in some environments. In order to keep their jobs most women do not report this situation to the police nor to their families.

2.6. Values Confusion

The Revolution has brought the possibility to freely express ideas but at the same time the values hierarchy has been demolished and a strong confusion of values may be felt. Many families have been marked by the social and cultural changes. This explains the greater stress inside the families and the higher rate of divorces. Hence, uncertainty has become a current aspect of women's every day life.

3. Specific Cultural and Social Patterns and Gender Issues

3.1. Education Within Family

The family education traditions in Romania are usually gender oriented. This education imposes precise sexual divisions of labor within the family. Girls are usually educated by their mothers to take almost all the housework and childcare problems while boys are encouraged by their parents to dedicate themselves to ensure the social status of the family. This explains the fact that the social position of a family mainly depends on the husband's professional and social status.

As housekeepers, women will have less or no spare time to enhance their professional skills. Within this transition process taking place in Romania, women have become more and more dependent on their husbands. A divorce may bring a single woman with children to poverty.

At present, in Romania, both men and women usually have jobs. This was compulsory during the communist period. After the Revolution, due to the high inflation rate this became a necessity for most families in order to be able to ensure their survival.

As in the other ex-communist countries [5] the narrow and authoritarian practice of communist ideology in Romania has determined a profound lack of personal freedom. Sexual practice, preference, or desire were taboo subjects, preserving virginity was a virtue, single women parenthood or divorce were considered as sources of shame. This communist morality was overlapping the simplicity and sexual-shame of the peasant families which is a characteristic aspect of the Romanian society. In this situation, family education and traditions were oriented to the establishment of a traditionally large family where focus and cohesion is represented by the home-working housewife whose main duties are to bring up several children and to perform all housekeeping responsibilities.

3.2. Marriage and Family

It is a great difference between the intellectual families on one hand and the peasants and workers families on the other. The traditional Romanian family is a large one. At the same time the policy of prohibiting any contraceptive methods during Ceausescu's time may explain the great number of families having more children and being unable to face this transition period.

According to a study of the Life Quality Research Institute, in Romania, the 26 - 30 years category of age is characterized by a 80 % marital rate while the 18 - 20 years category of age is characterized by a 40 % marital rate. In the same time 60 % of the married couples between 18 to 20 years have no children while more than 70 % of the married couples between 26 to 30 years have one or more children [2].

As in other neighbouring countries, in Romania, the number of women exceeds that of men. At the same time, a significant change both in the marriageable age and in the age difference of the spouses has been observed in the last decades. The divorce rate in Romania was very reduced compared with the international data.

After the Revolution, the more and more polarized society, the political, ideological and cultural incompatibilities between different members of the families (parents and children, husband and wife, etc) explains the greater stress inside the families and a higher rate of divorces.

The equilibrium within families has also been modified due to changes of the women's position on the job market.

During the communist period, one's real social status was mainly dependent on professional knowledge and abilities and this is still valid today for most of the people. Women's social status is mainly dependent on their professional status. Therefore, maternity, childcare and family responsibilities explain the vulnerability of the women when facing competition on the job market and at their workplace and these result in loosing intellectual and professional credibility.

Before the Revolution, women were promoted both in professional and political areas through a quota system (a percentage of women's representativity has had to be fulfilled). Not being in accordance with the real skills, women's promotion was not generally accepted by the people around them. This explains why after the Revolution of 1989 women almost disappeared from leadership positions and became vulnerable on the job market.

As in any other ex-communist country [5] there is a chronic housing shortage in Romania. Since state construction suddenly stopped after 1989 a rapid increase in house prices has occurred. Between 1990 and 1993 the cost of a flat increased more than 100 times. Most newly married young people live with their parents in small flats and are unable to offer decent living conditions for children.

Due to the higher and higher inflation rates (in 1993 the prices were more than 30 times higher than in 1991; in 1994 a lot of basic products have around 100 times higher prices than at the beginning of 1991) most people have no capital. Survival depends only on the monthly wages and the only way for them to manage in these conditions is to be employed in more than one job. Having second or even third jobs leads to extremely long working days of 11-12 hours, without weekends and without holidays for many years. The extensive working day, the underdevelopment of services and infrastructure have fatal consequences for marital life.

4. Conclusions

In Romania, the greatest majority of the women are not aware of the social, cultural and economic mechanisms that may influence their everyday lives and their positions in society and family. Pressures coming from both the family (through the traditional gender oriented education patterns and roles distribution within families) and the present changing society bring as a main consequence a continuous degradation of women's social status together with the unbalancing of relationships within family.

At this point, a correlation between family issues and women's movements issues has to be noticed. Women's position in the society has a direct impact on family. The present issue in Romania is to preserve and enhance women's social status and to control the trend of degrading women's position in our society during the transition process.

Since 1990 women have tried to organize themselves in their fight for political and social rights. The lack of tradition and the slight representation of their new organizations are important drawbacks to be faced. A first conference of women's organizations having as a main focus the analysis of ways to obtain representation in the Parliament took place in March 1995 in Bucharest.

Meanwhile, some attempts to impose the scientific status of the Family Studies and to introduce it in the university curricula have to be noticed.

Right now in Romania, on the background of the general process of social and political changes and values hierarchy restructuring, the Family Studies and Women's Studies has to meet in elaborating a realistic strategy to fulfil the goal of reciprocally empowering as a way to enhance the equilibrium within families.

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Reflections on NB Home Economics Education in Transition:
Positioning Ourselves for Excellence ...or Survival?

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Introduction

The provincial government and the field of home economics are two major influences on home economics education in New Brunswick. Both are in transition now and this process has had significant consequences for home economics education offered in schools. The changes each has undergone can be documented and provide the basis for reflection on the current state of affairs, but another important voice, a voice that has not been documented, should also be added to provide a fuller understanding of the dynamics of the present situation and directions for the future. This paper will first provide a brief overview of education-related changes by the government and by the home economics profession, and a summary of changes in home economics education at the Department of Education, and then will explore the teachers' voices and their implications. This study was undertaken by the New Brunswick Home Economics Association (NBHEA) as the association is presently seeking new opportunities to support its members and thereby assist in enhancing family life in New Brunswick.

Educational reform has been a priority of the provincial government since it took power in 1987, resulting in the publication of major policy documents (Department of Education, 1994a and 1994b, Department of Education, 1993), and new directions for the educational system. One key impetus for reform has been to improve the province's economic competitiveness so there is now an increased focus on such aspects as: technology-based communication skills, computer literacy, entrepreneurial skills, and an increased requirement for mathematics and science courses at the secondary level. A second reason for educational reform is to address social issues, including changes in family structure, family violence and teenage pregnancies. Actions that reflect this orientation have not been as visible as those connected with economic improvements which concerns many educators, particularly home economists. Nor are the reforms finished. Future initiatives include junior high school reorganization through the adoption of the middle school concept and high school re-organization focused on student-centred learning.

Since 1987, the Department of Education has experienced the effect of the government trend of "down-sizing". The number of home economics teachers have been reduced resulting in feelings of job insecurity, especially among newly licensed teachers and those wishing to enter the profession. At the same time, however, the government recognized the fundamental importance of families by establishing the Family Policy Secretariat in 1994 and by appointing a graduate of a Home Economics program and an M.D. as the Minister of State for the Family. The Family Policy

Secretariat is a temporary ministry with a mandate of one to two years.

Home economists, too, have been changing: exploring new directions for the field and re-thinking traditional areas of focus. A review of the proceedings of the previous Home Economics Education symposia (Symposium, 1991 and Symposium, 1993) shows that home economics educators are thinking constructively about both the content of home economics (eg. promotion of tolerance, better understandings of family dynamics, gender relations, career exploration, technological change, environmental action) and the approaches (eg. a global conceptualization, use of personal transformation, and/or a constructivist orientation). Despite these advances, home economics is still regarded by a significant number of members as a struggling profession - a profession that is not necessarily staying true to its basic tenets, searching to clarify its professional identity, and one that is seeking greater public recognition and support (Moe, Mullis, Dosser, and Mullis, 1991, Jax, 1985).

In 1991, in a major undertaking to raise professional status and to better serve the public, NBHEA guided the process of attaining legal professional status for home economics. But problems remain: subsequent attempts to ensure that high school home economics courses like Family Living were taught only by professional home economists were not successful, and a significant number of teachers do not belong to NBHEA.

Home economics education at the N.B. Department of Education has undergone considerable change as a result of the government and professional changes. All high school curricula have been scrutinized and revised extensively to reflect a more process orientation to learning, an emphasis on technology and occupational learning, and, in some courses, a global content dimension. Each new curriculum document contains an explanation of cooperative learning and discusses more broad-based types of evaluation measures for students (Department of Education, 1995). In making these changes, the department attempted to position home economics as an attractive, viable and relevant subject area, adopting some of the approaches suggested by Crockett and Bennett (1985).

Another significant change was the elimination of the Home Economics Anglophone Consultant position at the Department of Education in 1994. When vacated due to retirement, it was "frozen" as a result of government cutbacks at the middle management level, despite objections from many home economists.

These changes have been documented at a macro level, but it is teachers who are mandated to help shape the curriculum and to translate curriculum concepts into classroom action. What do they really think about the changes and the issues facing contemporary home economics? How do they view their teaching practices, the educational decision making process, and perceptions of home economics, and what are their beliefs about change? Answers to

these questions can provide a context for understanding the future direction of home economics education - struggling for survival or pursuing excellence? Exploring these perceptions can also offer insights to NBHEA on how the association might better serve its constituencies. This paper therefore is a preliminary report of a group of teachers' views of current events.

Methodology

The research methodology followed broad procedures for a qualitative study, using group interviews (Denzin and Lincoln, 1994, and Ely, Anzul, Friedman, Garner, and Steinmet, 1991). A convenience sample of urban home economists was selected because they have a coordinator (the only one left in the province) who organizes their monthly meetings. Also, it is a job requirement in their district for them to join NBHEA. Thirteen out of eighteen teachers, all female, attended the regularly scheduled late afternoon meeting in February 1995. Both Junior and Senior High School teachers attended, and their years of teaching experience ranged from one year to thirty five.

Following an explanation of procedures and completion of consent forms, teachers were randomly assigned to discussion groups, each containing three to five people. They then responded to questions posed in a written, structured, open ended questionnaire designed to solicit their views on teaching. The discussion lasted approximately forty-five minutes. Due to the late hour, groups answered questions from only two or three sections from the total of five, with at least two groups responding to each section. I, as the facilitator, circulated among the groups to answer questions and promote discussion.

Each interview was taped and subsequently transcribed, coded, analyzed and interpreted to reach a preliminary result. Various constraints operated on this study and so a full qualitative interpretation could not be completed (Strauss and Corbin, 1990). Quotes used in the paper came from a wide cross-section of the teachers, but will be used without names to protect confidentiality. Identifying words were altered slightly in a few references, but with no change in meaning. The data analysis yielded four major areas of teaching activity: (1) teaching and learning (2) decision-making, (3) perceptions and supports, and (4) change. Characteristics of these areas are detailed below and indicate that a larger, more complete study would be useful.

Teaching and Learning

In their responses, participants described numerous aspects related to teaching and learning - students, approaches to teaching, new curriculum orientations, and the nature of home economics.

Participants held disparate views of their students, as is evident from the following three responses:

Because ... we're working with ... very avid and excited and enthusiastic learners, we have to enable ourselves to work with these students and to keep up.

Many of the students I'm getting are just there because there's no place else for them to go. It's not a choice that they've made. [And at another point] ... letting the students be responsible for more information - I don't think perhaps that's going to work out because they're not responsible.

... at Junior High they're questioning everything, but at High School we wish they would question a little more because they become sort of, you know, apathetic and just sort of sit back sometimes.

Regarding approaches to teaching, one participant mentioned that she did not think her students functioned well in groups, but the majority felt positively about using student managed learning, which is the approach promoted by the district coordinator.

I think all the home ec teachers in the area are all using student managed learning... That's what seems to work better in our area where the students actually find their own answers, that they work at their own pace, decide which activities they're going to do first - where they're taking more responsibility which I think is important.

The adoption of this approach had implications for the participants and for some, required a re-alignment in their thinking about the nature of control in the classroom, for example:

I found that in the beginning it was really hard for me to let students do everything, even simple things such as put up a bulletin board. I was the one who had to take and put it up because it had to be straight and letters had to be perfect block letters and now I realize that students have to learn; they can't learn from myself doing everything.

Decisions about content were also addressed:

...I guess when I go through the curriculum I take out what's more relevant and more technologically advanced. I don't stick with the how to look at a muffin and make sure it's perfectly rounded at the top and all that sort of thing. Who cares? Let's just make sure we have muffins and that they're nutritious and that we're making sure our families are fed and that we're not getting all the high fat content that's in a muffin from a store. I think that we need to take it farther than that.

This course is based almost entirely on design, on sketching, on creativity and creative problem solving and I think that's some of the basis of what we do in terms of how we apply

information to everyday life. [And later, she added] ... As I said, my course isn't based on [clothing] construction any longer. That would be the smallest amount of time, in fact if I spent three hours on construction this time...

A shift from a product to a process emphasis was evident. As another participant noted:

Our whole teaching method is more student based, more based on the process and getting there; how we got there, and what it is that ... is taking place in between not just the product.

When participants were asked to describe home economics, their responses focused on action-based learning and student-development as the following comments indicate:

It's doing, it's hands on, it's immediate satisfaction and getting results, researching, organizing, disciplining themselves

exploring, responsibility, self-discipline

it's fun, busy, cooperating

Decision-making

Overall, participants agreed their roles in classroom decisions were central, but recognized the influences of others, including the provincial Department of Education, the District Home Economics Coordinator, the district and school administration, and students.

Although it was not mentioned by name, participants did discuss actions of the Department of Education - middle schools, technology and coeducational education. Middle schools are a source of concern to junior high school teachers, however the other two initiatives were viewed positively.

more emphasis on technology and the use of computers, sergers, and the microwave convection oven and other items have really brought a positive change to our course.

The presence of a District Home Economics Coordinator was perceived to have a positive effect on participants who noted her role in procuring and organizing teaching resources, in shaping classroom teaching approaches and content, and in promoting cohesiveness among the group:

I think the fact that ... we are a close knit group of home economists... Certainly sometimes we have meetings like this that we're wishing we'd be home, but I think that's certainly one strength of ours,...and we share a lot, a lot of lessons... we're depending on each other to get ideas here.

District and school administration influences were felt primarily

in the logistics of teaching, including both negative influences (eg. a lack of a permanent classroom) and positive influences (eg. team teaching opportunities).

It appeared to be a shared belief that while participants felt the influences of others were important, they also felt they were the ones responsible for finding a teaching balance:

I think in terms of content - with the new approaches with technology, with cooperative groups, and student managed learning - but also realizing that any one of those techniques isn't the be all and end all, that it has to be combination of all of those techniques, because one doesn't work for everyone.

Meeting the needs of individual students was a prime consideration for participants:

it should depend on the needs of the class, so you take your curriculum and you take the basics from that and work to the needs of the child.

One participant's summary appeared to reflect the feelings of her group:

we ourselves do make our day-to-day decisions but it comes from being grouped together as Home Economists [in the district] and sharing our ideas and also working on the curriculums that we can make those decisions.

Perceptions and Supports

Appreciation for the work of home economists and the image of the profession have been ongoing topics in home economics, so although there were no direct questions on these topics, they arose. Most participants had difficulty understanding why home economics is not given more recognition, given the nature of the subject:

I mean we are talking about the children that need help, our whole society. I think we should have more importance than we do have.

Some felt that home economics should not continually have to be justified. But in response, one participant cautioned:

We do get tired sometimes of selling [ourselves] but if we don't believe in our product and we don't promote it, by our silence, we're speaking.

Another felt the past content of home economics education had contributed to a negative image.

The past has really held us down. I know that home economics was just to prepare you to run a household and things like

that. I've looked through all the textbooks as I was cleaning out from my department and I thought, "oh my goodness, teaching how to make beds". Like I know it's important to make your bed, but we have so many more important issues to take care of. [And at another point] I think we need to get away from what it used to be and really get into the times that we are in and more open to everyday lives.

[response] Let's use duvets and get on with life!

Participants also shared their perceptions regarding the opinion of others and self-perceptions toward home economics and the level of support provided by students, administrators, other teachers and parents.

Participants' feelings about students' perceptions of home economics varied. Some felt that students' attitudes were changing for the better, and boys, especially were singled out as enjoying home economics. Other participants felt discouraged by the lack of importance students attached to home economics subjects. Participants used a variety of indicators from students as measures of support for their work. They felt especially rewarded when they had influenced students' career choices. One reported that five of her former students had studied home economics in university. Another participant systematically collected comments from students to contribute to her feelings of self-worth.

I don't think there's anything wrong with just a little self-booster and what I try to do at the end of every course is I get them to write what they like best about the course, and have those in a little file and when I think, : "Geeze, are you doing a good job?", I haul those out and read them. That's what you have and that's what you need.

School administrators were considered supportive:

I find the administration supports you in your efforts and promotes you just by the sheer fact that they always have positive comments to make... I think that can really help you.

However, reaction to the perceptions of non-home economics teachers varied. Some were considered supportive (eg. gym teachers who gave bonus marks to students wearing shorts made in home economics to gym class) and others were not:

We have no other role in the school but to take the students for a little while and almost in a way entertain them. And that we don't fulfil any other purpose besides giving some of the other teachers a break.

One participant interpreted the lack of understanding by others in the school in a positive light, as a form of freedom:

And then being in home ec, and with the methods we're doing, a lot of people don't even understand what it is we're doing

so we really do have our freedom to do our own thing because they haven't been taught these methods.

Reactions toward parents' perceptions were also mixed. While some participants felt that parents were unaware of the changes home economics has undergone ("they don't have a clue"), another found it gratifying on parent teacher nights when, parents stopped in to say, "their children are using the information that you've given them and trying these things out at home."

Several participants expressed a number of positive self-perceptions. They felt they worked hard and were versatile as a result of their background. Some resented their peers who they felt did not keep up to date:

you may just be falling behind and not be keeping up with technology and all the things that are expected of you as a teacher, but you're also not being fair to the students, you're not giving them what other teachers could give them and I think it's not fair to them.

Feelings of satisfaction with their performance were evident from most participants, for example:

I think overall, just to go back to how you're feeling about yourself, I think basically all of us do feel that we are doing a good job.

One participant, however, admitted that she struggles with her identity as a home economist.

Sometimes I feel very frustrated by this image of a home ec teacher and I almost feel embarrassed sometimes when people ask you what you teach. I don't have that pride as much as I think that I should have and that's a constant struggle with me even in the classroom, when I'm teaching how to bake something sometimes I myself don't feel it's important enough, and I just have to work at that all the time to make it sound important so that everyone else will recognize the importance of it.

Change

A number of dimensions of change were identified by the participants. Some considered it in terms of self-directed change and others saw it as an integral part of teaching.

You're continually challenging yourself. "Oh, I think I could do that better," and that's why you always end up changing it over and over, spending hours and hours.

Students have different ways of learning... there's so many things that if we didn't change, I don't think we'd be a teacher.

It's a real challenge to present some of our topics and to keep them relevant and I think that's something that we have to constantly be looking at, how our courses change and I think in terms of subject area we're one subject area that changes almost constantly.

With regard to changes directed by others, some questioned the rationale for it:

But you [the school where she works] want to be on the band wagon with every new change. That's very frustrating.

Participants mentioned middle schools as the most imminent major change. One participant traced her change process, from her initial fear of the change to her adoption of a leadership role:

I think the biggest change with junior high coming right now is the middle school concept and at first I got really scared and thought oh dear, I'm going to lose my job. ... then I thought, No, I'm going to get in there and get involved and help sell a little bit better. ... If we don't get in there and get on those planning teams [the teams that coordinate the curricula in the schools], what's going to happen is that we're going to be the baby sitters while the other teachers are meeting and I find that our courses are so relevant to all the different areas in the middle school... [As she became more involved] I found I was a little more sold on the idea, and looking forward to it and thinking, how can we get involved in this, how can we make some changes ourselves, and not just be told where we're going, but we can tell them where we think we should be.

When participants were asked for their opinion on whether home economics education in the province was working toward survival or excellence, there was no consensus. While one participant commented on the responsibilities teachers have in pursuing excellence:

if we don't constantly keep up to date, read journals, look at others kinds of information, adapt it to our own subject areas, we are going to be left behind,

the majority, felt the capability for achieving excellence rested with others:

I think it's going to depend on our administration in the individual schools as to how important [they believe] our program is. So that, you know, I may feel more extinct here where someone else may be right at the position of excellence.

As another participant noted, however, many teachers in other areas are also feeling uncertain about the future.

Discussion and Conclusions

The responses of the participants indicated relative congruency between their practices and those promoted by the district and provincial Department of Education. Similarly, current themes from the home economics profession are evident. Participants reported that they use a student managed learning orientation, have adjusted their teaching to accommodate a process approach, and focus on topics that they see as more relevant and employing more technology. Participants' descriptors of home economic embodied some, but not all of the profession's view. Missing was the more emancipatory voice, moving toward more questioning and a greater sense of control, and its further extension, a more global dimension (Thomas and Smith, 1993). It was also noteworthy that participants who made negative comments about the students were also more likely to make negative comments regarding other facets of teaching and vice versa.

Participants felt they had relative decision-making autonomy. Influences by various stakeholders were certainly felt but were not mentioned as being incompatible or conflicting with participants' own views. The district coordinator played an important role for the group, which raises the question of how teachers who are more isolated in their roles are responding to the changes. Image was an issue with the participants, but it was not all negative. Participants valued supportive feedback from many sources. It is noteworthy that NBHEA was not identified as being supportive or unsupportive, it simply was not mentioned.

Regarding change, many participants appeared to view change as part of a teacher's role and to be quite accepting of it, though questioned change for change sake. The level of involvement in the change process was felt to have a definite influence on the attitude toward change.

Overall, it is interesting to observe that while the teachers appear to have been very cooperative with the department of education, they still believe they face an uncertain future. Many teachers held positive attitudes toward what they do and how they do it. They believe they have the capability to pursue excellence, but many fear they may be reduced to fighting for survival. One explanation is the historical marginalization that appears to be part of the identity of many home economists. It was present in 1981 (Rollins) and it is still evident in 1995. Teachers exhibited pride in their work when talking internally. Mechanisms need to be found to communicate it to others. Bands (1992) made the following recommendations for promoting leadership in predominantly female professions: (1) explore favourable attitudes toward achievement oriented women, (2) provide psychological and social preparation for leadership roles, including networking and mentoring, (3) enhance technical and administrative skills like communication, decision-making and risk-taking and (4) develop political astuteness, through a better understanding of power relationships and teamwork. If the combined skills of home economists can be

harnessed, now is an opportune time to capitalize on the government's general interest in the family, in order to secure the future of family-related education in schools and to allow the pursuit of excellence. It is also important for the Department of Education to be reminded that all teachers need to feel supported in their roles during periods of major change, and to have their fears and uncertainties associated with change alleviated (Waugh and Punch, 1987).

As for implications of the study for NBHEA, it could definitely become more actively involved in a number of ways to help support educational excellence rather than mere survival. It is important that the profession be present as a voice for professional integrity, that it cooperate with the Home Economics Teachers' Provincial Subject Council organization to ensure that governmental changes be considered in context of the home economics profession. This becomes an even greater concern, considering there is no longer a Home Economics Consultant at the departmental level to watch out for professional interests.

Future potential roles therefore for NBHEA, include: (1) providing forums for critical discussion and evaluation of our efforts, (2) supporting educational undertakings to further explore new directions in the field such as emancipatory learning approaches, (3) providing more tangible support for home economists in schools so they feel supported by their profession, and (4) promoting home economics more visibly among the general public in order to update perceptions of the profession.

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Career and Technology Studies: A New Opportunity for Home Economics Education

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Career and Technology Studies is the new program for practical arts in Alberta secondary schools. Career and Technology Studies (CTS) will be the umbrella heading for courses formerly in home economics, business education, industrial education, vocational education, locally developed practical arts and work experience. With full implementation in September 1997, more than 65 courses presently offered in this group will be updated, consolidated, and revised into 21 new CTS strands. This curriculum project is the most encompassing that Alberta Education has ever undertaken and CTS has the potential to radically change the content and delivery of traditional practical arts courses. The CTS curriculum development project is an opportunity to embrace new theories in curriculum design, provide flexibility for local decision making and improve the educated qualities of high school graduates entering the workplace and related post secondary programs. This report will describe the CTS program and how home economics education in Alberta is being transformed. Current theories in curriculum design and education trends will be discussed in relation to how these have influenced the CTS curriculum philosophy, design and delivery. The report will conclude with a discussion of issues, including economic and political, impacting the successful implementation of CTS and how home economics teachers are coping with the new program.

Approval of the CTS Vision

In 1988 Alberta Education initiated a review of the practical arts programs to determine what action should be taken to increase the relevancy, credibility and student access to these programs. The data gathered included enrolment patterns, high school graduation statistics, and an analysis of current curriculum documents for content overlap and relevancy. Research activities focused on national and provincial employment statistics, future employment forecasts, the desired characteristics of employees in the future, an analysis of related technical and career education programs, in other provinces and countries. The data and research findings were used to develop the Vision for Practical Arts which was approved in 1990.

The Vision for Practical Arts outlined the philosophy, rationale, and curriculum organization for Career and Technology Studies. The philosophy and rationale of CTS recognizes the importance of secondary education in preparing students to be successful, contributing members of society in the many roles they will have. "Through Career and Technology Studies, secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills, and nurturing a flexible, well-qualified work force." (Alberta Education, 1994) For home economics programs the new CTS philosophy is a recognition of family realities in modern society. It is especially important to note that a high proportion of mothers with school age children work outside the home and the number of single working parents is increasing. Under the CTS philosophy home economics courses now include curriculum outcomes related to careers in the workplace as well as the development of daily living skills to enhance the quality of family life.

The Career and Technology Studies program is organized into strands and modules. There are 21 different strands (courses) related to industry sectors that offer positive occupational opportunities for students now and in the future. Each strand identifies transferable knowledge, skills and attitudes which apply to a wide range of career opportunities in an industry sector. Some of these career opportunities will be available to students directly out of high school while

other careers will require further post secondary training or education. Regardless of the strand chosen, students in CTS will develop daily living skills they can apply now and in the future, be exposed to a wide range of career possibilities, develop technology related skills and enhance personal employability skills which apply to any career.

Each strand is comprised of modules. Modules are 25-hour blocks of curriculum used to design local school programs. Within each school, teachers decide which CTS modules will be used to create the strands offered. Teachers make their program design decisions based on student needs and interests, the resources available in the school, opportunities for community partnership and the teacher's personal expertise. Although teachers can design programs specific to their school situation, there will be consistency between schools that are offering the same module. Curriculum documents define what a student is expected to know and be able to do for each module. To get credit or recognition for a module the student must successfully demonstrate these provincially established curriculum outcomes.

Outcome-based Curriculum Design

Outcome-based curriculum is a theory of curriculum design which defines what the student needs to know and do when they have successfully completed the learnings. The terminology of outcomes based education varies but the philosophy is consistent. The CTS Program of Studies uses the term results-based curriculum or exit-level competencies to describe what the students must know and be able to do. CTS specifically is an example of transformational outcomes-based education as defined by William Spady.

Transformational OBE uses student outcomes derived from careful analysis of what students must be able to do to succeed in future life roles.(Spady, 1994) Educators who adopt the OBE philosophy develop curriculum by involving teachers and stakeholders in the development of learner outcomes. The CTS curriculum project used broad based focus groups to approve the curriculum development of each strand. Each focus group was comprised of ten to twelve individuals including representatives of business and industry, post-secondary educators, experts in the career area and secondary teachers. For example, focus group members for the Foods curriculum included representatives from the Department of Foods and Nutrition, University of Alberta, Retail Meat Cutting, Northern Alberta Institute of Technology, Edmonton Board of Health, Canadian Culinary Institute, Alberta Restaurant and Food Services Association, Alberta Agriculture, an Edmonton restaurant owner, a junior high school teacher, and a senior high school teacher. The use of focus groups is a significant feature of the curriculum development process which has helped to create curricula relevant to actual career experiences.

The involvement of stakeholders in the development of CTS helps to establish the credibility of the curricula. Each member of the focus group brings a different perspective of what students will need to know and be able to do in the career area. This curriculum development process is to a large extent the result of negotiations and some compromise. If the curriculum development concluded with a successful compromise, the outcome statements should reflect the knowledge, skills and attitudes most significant to the career area. Other important reasons for involving stakeholders in the development is to gain acceptance of the program by different parties, to ensure that the curriculum is used and to provide a smooth transition to the workplace or related post secondary programs.

Assessment Standards

Once the curriculum outcomes have been established the development of assessment standards

for each module begins. "Assessment standards will increase credibility of CTS with students, parents, business and industry, and post-secondary by encouraging consistency and equity in how students efforts are judged."(Alberta Education, 1994) Assessment standards outline the assessment criteria and conditions used by teachers to clarify whether the student has met the module outcomes. The assessment criteria describe what the student should know and be able to do. The conditions for assessment describe the guidelines or rules for the assessment to take place. An assessment standard for the Sauces and Thickening Module in Foods might be: the student will prepare a standard white sauce (assessment criteria) without access to a recipe method (assessment conditions). The primary emphasis of assessment is a shift from short term recall of frequently trivial facts to recognizing and encouraging student creativity, problem-solving and adaptability in the application of important knowledge and skills.(Cawelti, 1993) Focusing on outcomes with multiple assessment of performance promotes the use of authentic assessment in addition to traditional tests.

Assessment standards in CTS are a combination of competency-based and percentage reporting. There are usually three or four assessment standards described for each CTS module. The assessment standards for a module are usually not weighted equally. A relative weighting or emphasis for each assessment standard has been established. These weightings are set in a range of percentages (40 - 50%) which gives the teacher some allowance for program design but still maintains a level of consistency from teacher to teacher and school to school. Rubrics are being developed as the assessment standards are validated through field testing. A rubric is the blueprinting tool for consistent assessment. Rubrics describe the characteristics of a standard "product" and of an excellent "product" that teachers should use to judge the quality of work produced. In CTS, rubrics also include a numeric rating for each characteristic or category which influences the emphasis within the performance assessment. For example, a rubric for the introductory sewing module rates basic sewing techniques with more emphasis than dressmaker finishing techniques. In comparison a rubric for the advanced sewing construction module would use a rating with more emphasis on the dressmaker finishing techniques and less emphasis on basic sewing skills. The difference in numeric rating of rubric characteristics is in keeping with the outcomes-based philosophy. Students in the advance level module would have successfully demonstrated the basic competencies in the introductory modules. The outcomes for advanced level modules assume that the student has demonstrated and achieved the prerequisite skills and the learning therefore focuses on the advanced level outcomes.

Curriculum design over the years has gradually shifted from describing the teacher's instructional activities to student learning behaviours and now to student performance indicators. Supporters of OBE believes that good assessment will drive good instruction. The key task of the teachers is to translate the student outcomes into a series of learning experiences or events that interest students and help them make connections between theory and real-world issues. If the assessment conditions and criteria specify authentic situations for assessment, to be successful students must have the opportunity to learn in a similar situation. Describing the steps needed to correctly process a hotel reservation does not demonstrate that the student can successfully process a hotel reservation in an industry situation. Students must have access to real or simulated industry settings which will prepare them for the final assessment of their learnings.

Assessment standards and assessment tools such as rubrics, will help to ensure consistency between CTS programs in the province. The quality of students' work and achievement will be measured with the same standards regardless of the school they attend. Assessment standards are also very important to communicate the quality of outcomes students have achieved. Alberta Education has involved stakeholders from secondary education, post-secondary and business and industry to establish the curriculum outcomes and assessment standards. This process will assure a wide acceptance of program content and standards, which will improve student articulation between secondary education and post-secondary experiences.

CTS is intended to provide students with active learning situations where they gradually assume responsibility for their own learning. Today's most effective learning experiences require students to become actively engaged in questioning, discussing, relating and applying information and skills in ways they can understand and use in the future. (Cawelti, 1993) These active learning experiences should be developed using real life situations found in the career area. To facilitate this, Alberta Education is encouraging teachers to access community resources through education partnerships.

Program Delivery Options

The CTS philosophy and flexible curriculum structure allows schools and teachers to adapt the curriculum to local needs. This move to school-based decision making is consistent with the overall belief in government that those closest to the classroom should be making the decisions which effect the quality of product delivered to the students. Many schools have developed programs which make effective use of resources and opportunities within the school and community to provide real life learning situations for students. Access to community resources can also help teachers to overcome facility and resource limitations within the school. Many CTS school programs are designed around a unique community context that interests students and allows them to make meaningful connections with the material being taught. The flexibility of CTS and the module format also allows schools to timetable the CTS courses in unique ways which improves access for all students. Some examples of unique delivery options are briefly described in this section.

Strand Timetabling

Timetabling CTS strands as single identified courses in the school timetable offers the student more activities and extended amounts of time in a strand of their interest. Strands would offer three, five or more modules at each grade level. This strategy can also accommodate the traditional vocational course pattern with students enrolled in more than 800 instructional hours in the vocational course each year. The teacher offering this type of program would need to have specific training and expertise in the area and should be prepared to offer a minimum of three or five modules at each level. The school should have the facilities and equipment needed to support the advanced level modules offered.

Module Menu Timetabling

Module menu timetabling provides students the opportunity to choose from a variety of 25-hour modules offered by one or more teachers within the same block on the school timetable. The students choose modules according to their interest, needs and abilities. This delivery method allows students to develop advanced skills in an area of interest or to experience a number of strands. The teachers involved provide students with a complete list of modules they are prepared to offer during the term. The list of modules is developed by teachers after considering their expertise, resources, equipment and facility. Students select the modules of their choice from the menu and then individual student programs and rotation dates are established. This method has been used by junior high schools to offer students a ten week rotational program with modules in Foods, Fashion Studies, Community Health and Design Studies. At the senior high level, this method could be used to offer an introductory CTS General course in which student experience three or five strands in a rotational format. The main benefit of a module menu approach is that students have the opportunity to experience a number of strands at the introductory level which should help them to make an informed choice of program in the next grade.

Integrated School Program

An integrated school program uses CTS modules to provide practical learning activities which support other subjects. In a junior high school program this method could reinforce and extend learnings for a core subject such as Language Arts or Science. The subject area teacher and the

CTS teacher jointly choose the CTS modules to be offered. The support CTS modules may provide the practical application of scientific or mathematical principles, development of documents, construction of displays, or demonstration of cultural activities and crafts. Some examples of co-curricular projects using this method of delivery include cultural studies using Foods and Fashion Studies modules, human biology using Community Health modules and, applied mathematics using Design Studies.

Thematic

The thematic approach is used in schools which utilize cross-curricular units for joint program planning. When the thematic units are being planned teachers would choose CTS modules to provide practical learning activities. Appropriate learning activities related to the theme would be designed for the grade level and abilities of the students. These learning activities could be developing using a learning centres approach. A school theme of Protecting and Preserving the Environment could include modules from Foods and a school theme of Early Pioneers could include modules from Foods and Fashion Studies.

Blended Context

This delivery method builds on linkages between two or more CTS strands offered in the school. The integrated approach focuses on the development of transferable skills and allow students to study in a context relevant to them. The joint activity or the context becomes the focus for student learning. The CTS teachers involved jointly choose a context and develop the year plan. The first module offered to all students would provide basic knowledge and skills needed for the activity. The next three modules are offered in a menu format; students would choose modules appropriate to the activity from each strand. The final module is an blended module or project in which the student applies the skills they had learned in the previous four modules. A project or activity for a blended context could be operation of the school hot lunch program. The Foods modules chosen would apply to the preparation of food while Tourism Studies modules would apply to the management and operation of a food service business.

Production / Performance

This delivery method acknowledges the valuable learning opportunities provided to students in extra-curricular activities. Students are involved in meaningful learning activities while supporting the extra-curricular school program. The teacher coordinating the production or performance would choose CTS modules that involve students facilitating the activity. Students would be assigned to teams or committees appropriate to their age, interest and abilities. Fashion Studies modules could be used to construct drama costumes for a school musical. Tourism Studies modules could be used for planning, organizing, marketing and hosting the event.

Open Laboratories

Open laboratories has been successfully used by many schools to increase enrolment in CTS courses. This method makes use of student timetable availability and increases the number who can take the CTS modules. Students are provided maximum access to CTS strands by scheduling the CTS teacher in their laboratory and opening the lab to all interested students. The open lab method requires that the teacher's program is developed to accommodate a class of students in different modules, grade levels and possibly different strands at the same time. The teacher assigned to the CTS labs would accept students up to a maximum number depending on safety considerations, available equipment and work space. Students work individually or in small groups on learning packages and the teacher acts as a facilitator.

Independent Study

Independent study is a method suitable for intermediate or advanced level students who cannot be accommodated in a scheduled class or who wish to study a module which is different from those planned for the class. Independent study can also be used for off-campus work study. Together the teacher and student develop a plan of action, including a timeline, for completion of

the module. The teacher is responsible for supervision of the student's work and evaluating the learning outcomes. The student may use the expertise of resource people in the school or community to achieve the module expectations.

Off Campus Placements

Off campus placements provide students access to expertise and resources not available in the school. As well, off campus placements are a useful strategy when a small number of students request a strand that can not be feasibly offered within the school program. Students in the advanced level are often placed off campus to develop career specific knowledge and skills in a practical work setting. Foods, Fashion Studies, Community Health and Tourism Studies all contain practicum modules intended to give students exposure to the career field and real life application of their studies. Off campus modules have the added benefit of providing the student with valuable work experience for their resume.

Community Partnerships

Education community partnerships with business and industry can benefit students by providing expertise and access to resources not available in the school setting. Community partnerships often provide relevant practical applications for theory taught in the school. There are a wide range of partnership activities commonly used including guest speakers, job shadow, field trips, joint projects, demonstrations and equipment sharing.

Mobile Laboratories and Equipment

Capital investments can be reduced if facilities and equipment are used by more than one school. This can be accomplished by moving laboratories and equipment between schools in the jurisdiction. After the school jurisdiction has decided which CTS strands or modules to offer, a mobile laboratory, on a trailer frame, would be designed and equipped appropriately for the CTS course to be offered. These mobile laboratories are moved from school to school for different terms. A teacher follows the laboratory when it is moved between schools. It is also possible to increase the use of equipment by rotating it between schools. Each school would contribute to the initial purchase price and contribute yearly to a maintenance and replacement fund. This equipment may be specific to one module or it may be something used intermittently during the school year. Examples include a computerized monogram sewing machine, a plotter for computerized drafting or specialized equipment for health services.

Computer Assisted or Managed Learning

Computer technology can be an efficient and effective way for students to learn in many CTS strands. New programs are being commercially developed which will support individualized instruction in many areas of CTS. Students in Tourism Studies can learn the skills of computerized airline reservation systems by using a classroom simulation package. Food analysis programs have been used in the Foods strand for many years. Students in Alberta schools frequently use computer technology to research topics on the Internet, create documents and multimedia presentations. Teachers are using the computer as a management tool for tutorials and testing as well as, to track student achievement. The use of computer technology is greatly influencing teacher instruction and student learning. The future holds amazing opportunities for CTS instruction.

Distance Education

Distance education provided students the opportunity to enrol in strands not offered in their school. Distance education can be an efficient method of offering low enrolment courses to students by using video and audio conference technology. Alberta Education and several distance education consortia in the province have developed course materials to be used by students. Distance education is another area in which the opportunities for students will increase rapidly over the next few years.

Implementation Issues

Curriculum development is a very complex blend of activities focused on producing the best possible curriculum documents for implementation in schools. Implementation however, has many variables which can not be predicted or controlled. The political, economic and social environments can greatly effect the successful implementation of a new curriculum. CTS is midway in the implementation process. Thirteen of the 21 strands are presently available for interim implementation. Mandatory implementation begins in the 1997-98 school year. The next three years are critical to the successful implementation of CTS.

Secondary education in Alberta is in a period of significant change. The provincial government is in the process of restructuring most aspects of the secondary education system. School jurisdictions have been consolidated into regionalized school boards to reduce the total number of school boards from 140 to 57. Government budget cutbacks have reduced the overall grants available to school systems and the fiscal equity framework has redistributed school tax revenues on an equal per student basis. This change has caused some school systems to loose a substantial amount of budget money and other school systems to gain. The restructuring has also mandated the each school have a Parent Council which will participate in the program and budget decisions of their school. Schools and jurisdictions will be required to annually publish results of the school's achievement indicators. All these changes will certainly have an impact on the successful implementation of CTS.

School-based decision making and the mandatory establishment of parent councils are required by legislation to be established in the upcoming school year. These parent councils will have had very little involvement in the school budgetary process and now will be charged with making decisions about how money is allotted within the school. Implementation of a new curriculum usually involves increased budget expenditures for new resources and instructional material and, in CTS it may also involve new equipment purchasing. These parent councils will be cautious when allocated funds within the school and expensive operating programs such as CTS courses may be seen as "expensive" compared to other programs. Teachers will have to inform and lobby their parent councils to ensure that the implementation and program operational budgets are appropriate for the number of students enrolled in CTS.

Provincial government cutback has resulted in the loss of one quarter of jobs in the Department of Education. Alberta Education Regional Offices, which in the past provided consulting and inservice assistance to school systems, have been closed. Implementation must now be handled with resources at the local level. Most school systems had curriculum consultants who supported and guided implementation of new curriculum. In the new funding framework there is a cap on funds used for central office administration. With the cutbacks to administration and the regionalization of school boards there are fewer and fewer consultants to serve the schools. Teachers will have to seek out their own sources of support. These changes will create added stress and frustration for teachers as they engage in new curriculum implementation.

On the positive side of restructuring and equity funding, the government has embarked on some new initiatives which will support CTS implementation. The Minister of Education has created five MLA Implementation Teams to research different aspects of schooling and then make recommendations to him. Two of these Implementation Teams are dealing with topics directly related to the delivery of CTS. The MLA Implementation Team on Business Involvement and Technology Integration plans to improve student learning through workplace learning, and to improve access to education and training through distance education and technology. The involvement of business in education has potential benefits for both students and business. Students have increased access to workplace experiences which will enhance their learning and develop workplace knowledge, skills and attitudes. Business will hire graduates who are better prepared for direct career entry or further education and training in career fields. Business is

anxious to become partners in the education process because they recognize the value in investing in future employees. Many active and successful business education partnerships are currently operating in the province.

The CTS philosophy and curriculum modules are written to encourage the development of community partnerships which enhance teaching and learning. Home economics teachers will be utilizing partnerships in Foods, Fashion Studies, Tourism Studies and Community Health. In Foods, teachers can take advantage of the commercial food preparation modules to access community partnerships. The majority of home economics classrooms do not have commercial food equipment and business can provide students with experiences using this equipment. The teacher could organize the classroom program to include a module of off-campus commercial food experience within the planned module rotations. This method would provide each student with one 25-hour module of off-campus experience. In Fashion Studies, students interested in the merchandising modules could experience the retail fashion industry first hand. A clothing retail partnership can provide the context for classroom activities and projects. The business management and staff can visit the classroom to share real life situations and later host the students with a visit to the business site. The Tourism Studies and Community Health curricula both have practicum modules which are used for community business placements. Students use these practicum modules to apply knowledge learned in the classroom and develop practical skills in a career field. Practicum modules can be applied toward industry certification in specific areas. Tourism Studies students can be certified in Quality Guest Service with the Alberta BEST industry developed program. Community Health students can earn the Level I Child Care Certificate and the Emergency First Aid Certificate. These three certificate programs are examples of industry recognized standards which have been included in CTS to provide a smooth transition to the workplace and related post secondary programs.

The MLA Task Force on Technology in Education is studying the future use and impact of technology on teaching and learning. Technology has the potential to transform education as we know it. Students will use technology to access quality education instruction and resources from their home. Technology will move students' educational opportunities beyond the school and local community and on to the super information world highway. The CTS curricula adapts very effectively to the latest in technology systems. Students will use the tools of technology to design, research, communicate and solve real life problems. Technology will change teaching and learning. Teachers will need to become effective in the role of facilitator of learning and to do this they will have to become proficient in the use of the technology. At this time there are very few computers in Alberta home economics classrooms. Most home economics teachers would be termed level one users meaning that they use the computer for work processing and data management. The home economics classroom of the near future will need to have multiple computers connected to Internet to be used by students. This goal will be a challenge for home economics teachers both in terms of cost and obtaining administrative support. Administrators will need to be convinced of the use and value of this type of technology in home economics programs. However, it is imperative that home economics teachers enhance their technology skills and apply these skills with students in the classroom.

Home economics education in Alberta is being transformed. The Career and Technology Studies program has a high profile within the education and business community which will benefit the new home economics related strands. The positive benefits of being a part of this new program will overpower the loss of individual identity that some teachers are feeling. Currently, the political, social and economic environment in Alberta is focused on measuring value for money. Secondary education's value is being measured on how well high school graduates are prepared to enter post-secondary or the world of work. CTS allows home economics teachers and programs to be equal players with academic programs in secondary schooling. The rationale, philosophy and curricula of CTS are a good fit with the present business and political forces in Alberta. Some of the curriculum material will be new for home economics teachers but the

problem solving, process teaching methodology has been used successfully by home economics teacher for many years. Some unexpected issues may need to be resolve before the implementation period is over but, the flexible curriculum structure and empowerment from local decision making will be valuable and useful tools for teachers.

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Global Home Economics Leadership Development Program in British Columbia: A Poster Presentation

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The Evolution of the Global Home Economics Leadership Development Program

1. Invitation to Participate - Summer 1992

Pat Ulrich, CHEA's Development Education officer, visited British Columbia in the spring of 1992 and met with members of the British Columbia Home Economics Association (BCHEA) and the Teachers' of Home Economics Specialist Association (THESA) who were interested in bringing a global perspective into home economics curriculum and instruction. At this meeting it was decided that the Leadership Development Program in British Columbia should involve the development of a series of workshops beginning with an introduction to a global perspective which would be a prerequisite to other workshops on the resource files already produced by CHEA. Following this meeting an invitation was sent to various members of both organizations inviting them to participate in the development of these workshops and in facilitating the delivery of the final product.

2. Workshop Planning Session - October 1992

Ten teachers responded and gathered at the University of British Columbia to begin the process of workshop development under the direction of Gale Smith and Shelley MacPherson. This was a two and a half day session where objectives were clarified, a rough draft of the introductory workshop was developed and participants divided into smaller groups to work on workshop outlines for the resource files.

3. Pilot Testing of Workshops - February 1993

The leadership group met one day prior to the annual THESA Conference to finalize plans for the first field test of the workshop outlines. The workshops were delivered at the conference. Following delivery the recommendations for revisions were made by the presenters and peer reviewers and insights were gained from workshop evaluations.

4. Revision of Workshop Plans - Summer 1993

The leadership group met for two days in June to make final revisions of the workshop plans so that copies could be made for distribution. Some of the members also met in conjunction with the British Columbia Teachers' Federations' Program Against Racism to develop a final workshop on inclusivity.

5. Production of Workshop Binder - January 1994

The coordinator then compiled all workshop plans into a workshop binder. Each workshop plan consisted of a workshop objectives, an outline, handouts, overheads, and evaluation forms. In all there were six workshops produced:

Level 1	Global Realities: Home Economics Makes a Difference
Level 2	Global Realities: Food is More Than Cooking and Eating
Level 2	Global Realities: Clothing is More Than the Cloth on Your Back
Level 2	Global Realities: Children at Work in the World

Level 2	Global Realities: Global Consumerism
Level 2	Global Realities: Count Everyone In

6. Delivery of Workshops in Various Locations 1994 - 1995

The leadership group met again prior to the 1994 THESA Conference to make final preparation of workshops for the conference. In addition members of the groups have offered a variety of the workshops in other locations. The two members from Vancouver School District delivered all six workshops by doing one per month from January to June for home economics teachers in this district. The members from Kamloops, Aggazis, and Courtney each have delivered workshops for home economics teachers in their area. The Count Everyone In workshop has been given twice at ESL Conferences. These are a few examples of the ongoing use of the workshop binder.

7. Data Base of Workshop Participants - ongoing

At the end of each workshop participants are asked to complete a registration form that is forwarded to the coordinators. Names are registered in a data base and each participant is sent a congratulatory letter and a certificate of participation.

8. Workshop Summaries and Survey of Participants

Workshop evaluation forms provide feedback that is summarized and returned to presenters and also submitted to CHEA. In 1994, a survey of all those participants in the data base was undertaken to gain a better understanding of where the project should direct its energies in the future.

9. Ongoing Support

The survey identified one need as being ongoing support. The coordinators decided to begin a quarterly mailout which consists of a letter and a sample of resource materials and teaching ideas to encourage participants to continue to bring a global perspective into their classrooms.

**** This project acknowledges the financial support of the Canadian International Development Agency received through CHEA and the British Columbia Global Education Project.**

ONTARIO FAMILY STUDIES HOME ECONOMICS EDUCATORS' ASSOCIATION

OFSHEEA-IDC, the twin of the Swaziland Home Economics Association (SHEA), is committed to promoting a Global Perspective in Family Studies Education.

DEVELOPMENT EDUCATION

TWINNING

OTF/OFSHEEA Education for a Global Perspective Pilot Project 1990- A group of teachers wrote/tested/published a grade 7&8 Family Studies Curriculum with a Global Perspective

Conference Workshops
-sponsored by the ID Committee
-presented by the ID Committee

OTF Education for a Global Perspective Phase II (2 Family Studies teachers- one elementary, one secondary)

CHEA/OFSHEEA Workshop Leaders pilot project 1989- developed local expertise throughout the province and capitalized on different strengths

Professional Development Workshops- to present grade 7&8 curriculum
-as a response to local requests
-to showcase CHEA Development Education Materials
-developed generic workshops for non-Family Studies audiences

Permission to twin from OFSHEEA 1985

Study tour to Swaziland 1988

Workshops with Swazi writers 1989, 1990, 1991, 1993

ID Reception held at Conference

Swazi visitors bring greetings to OFSHEEA Conference delegates 1989/90/91/92/93/94

Study tours of Ontario schools by visiting Swazi's 1987/88/89/90/91/93/94

OFSHEEA-IDC Joanne Mackie,
Joanne Harris, Susan Beckerson

Global Education and Home Economics Teacher Education: Considerations of Pedagogy

Gale Smith

University of British Columbia

Recently the Canadian International Development Agency (CIDA, 1994), which funds global education projects in eight provinces, offered the following explanation of global education:

Global education is a perspective (not a subject) which underlies and shapes the teaching and learning process in schools. Through it students develop knowledge about, and critical understanding of global issues as well as skills to enable them to address those issues. Through it, they acquire values that give priority to ecological sustainability, global interdependence, social justice for all the world's people, peace, human rights, and mutually beneficial processes of economic, social and cultural development. Through it they are enabled to develop the will and ability to act as mature, responsible citizens with a commitment to create acceptable futures for themselves, their communities, and the world. (CIDA, 1994)

This statement makes clear that global education is curriculum thread running through all subject areas. In the past I have argued that a global perspective is implicit in the mission of home economics and thus ought to be systematically integrated in home economics education (Smith, 1990). The purpose of this paper is to consider what ought to constitute a pedagogy for global education in home economics teacher education. I will begin with a consideration of what is meant by the term pedagogy and then take up three themes related to pedagogy: the pedagogical project; pedagogy as relationship; and pedagogy as classroom practices. Finally I will propose that minimally these three themes should frame considerations of global education in teacher preparation programs.

Pedagogy

When teachers and student teachers embrace the values, beliefs and assumptions of global education one of their first questions is "What should I do in my classroom?". This question brings us into the domain of pedagogy. The word "pedagogy" is appearing more frequently in the literature (van Manen, 1994) yet it remains "desperately undertheorized" (Lusted, 1986). Etymologically the term pedagogue refers to a slave who escorted children to school (Websters, 1987, p. 866) and so the word evolved to mean a paid leader, a teacher and pedagogy became the science or profession of teaching. As such it is used interchangeably with instruction, teaching strategies, classroom management, the processes of teaching.

According to Gore (1993) approaches to pedagogy that emphasize instruction contain within them a social vision thus she argues that in addition to instruction or teaching, a social vision is an analytical component of pedagogy. Giroux and Simon (1989) also this when they state that to propose a pedagogy is to construct a political/moral vision. They argue that pedagogy is a deliberate attempt to influence how and what knowledge and identities are produced within and among particular sets of social relations. It is a practice through which people are incited to acquire a particular "moral character". They suggest it is both a political and practical activity that attempts to influence the occurrence and qualities of experiences. They emphasize that pedagogy is a concept which draws attention to the processes through which knowledge is produced. For them, when one practices pedagogy, one acts with the intent of creating experiences that will organize and disorganize a variety of understandings of

our natural and social world in particular ways. This notion of knowledge production is also evident in one of the most widely cited explanations of pedagogy offered by Lusted (1986). He states:

What pedagogy addresses is the process of production...the transformation of consciousness that takes place in the interaction of three agencies: the teacher, the learner, and the knowledge they together produce....The concept of pedagogy...refuses any tendency to instrumentalize the relations, to disconnect their interaction, or to give value to one agency over another. Hence, for instance, it denies notions of the teacher as functionary (neutral transmitter of knowledge as well as "state functionary"), the learner as "empty vessel" or passive respondent, knowledge as immutable material to impart. Instead, it foregrounds exchange between and over the categories, it recognizes the productivity of the relations, and it renders the parties within them as active, changing, and changeable agencies. (Lusted, 1986, p. 3)

Focusing on the process of knowledge production calls us to attend to the "politics of those processes and to the broader political contexts within which they are situated" (Gore, 1993, p. 6).

van Manen (1991) argues that when we use the term pedagogy rather than curriculum, instruction, or teaching we are bringing out the "human or personalistic elements" (p. 29) of education or the relational quality between teacher and student. It is a particular normative stance one takes in the world toward children. For him "the term *pedagogy* shares with terms such as *friendship, love, or family* that they evoke first of all an implicit relational significance" (van Manen, 1994, p. 140-141). There are close links between this notion of relation and the relation of caring developed by Nodding (1984, 1992). She contends that when we become teachers we enter into a special relation, a caring relation, where everything we do has moral overtones.

These authors draw attention to three themes related to pedagogy that I think are central to considering a pedagogy for global education: pedagogy as political/moral project; pedagogy as relationship; and pedagogy as classroom practices. Each of these I will take up in greater detail.

Pedagogy as Political/Moral Project

I use the term political/moral project to describe the expected results, what Gore called the "social vision" or Giroux and Simon termed a "political/moral vision". Within the CIDA statement the goal of global education is for students to acquire knowledge, skills, values, and attitudes to become "mature, responsible citizens with a commitment to create acceptable futures for themselves, their communities, and the world". Implicit in this is a view of an educated person and the type of society that is valued. An explication of the educated person has been undertaken by others who consider that such a person would have a global perspective (Hanvey, 1976; Pike & Selby 1986, 1988; Coombs, 1988). I have found Coombs analysis most compelling and have argued that his articulation of constructivist global perspective the most defensible for home economics education (Smith 1992a; 1992b) because it attends to the value laden nature of global education and places emphasis on developing the dispositions and abilities to take defensible action--action based on adequate knowledge and moral reasoning since there are consequences for other people. He makes explicit that a defensible global perspective is a moral point of view where a person holding this perspective "see(s) all of the peoples of the world as having equal moral worth" (p. 4) and believes "that an integral part of the task of bettering the lives of persons is the task of constructing elements of a genuine world moral community out of our disparate value heritages" (p. 4) recognizing that at the moment we have only the "barebones of a world moral community, but that it is possible to expand our range of common moral understanding and commitment without coercion or

indoctrination" (pp. 4-5). This moral point of view is consistent with the mission of home economics (Brown & Paolucci, 1979) and Brown's (1980) conception of home economics education (Smith, 1990).

Morality is multidimensional. It includes knowledge and understandings, traits, abilities, dispositions, and skills. Case (1993) add to the work initiated by Coombs by explicating what he calls the substantive dimension and the perceptual dimension of a global perspective. Accordingly the substantive dimension includes the elements as: universal and cultural values and practices; global interconnections; present worldwide concerns and conditions; origins and past patterns of worldwide affairs, and; alternative and future directions in worldwide affairs (p. 320). He outlines five interrelated elements of the perceptual dimension, namely, open-mindedness, anticipation of complexity, resistance to stereotyping, inclination to empathize, and nonchauvinism that serve as "the lens for the substantive dimension" (p. 320). Darling (1994) also contributes to the understanding of dispositions by arguing for the development of communicative virtues - empathy, tolerance, justice - which enable communication across difference and distance. The substantive and perceptual dimensions of a global perspective are essential for the moral/practical reasoning required for the issues and problems that are part of global education. The pedagogical goal of global education is not to have students applying rigorous analytical skills in order to arrive at the right answer, but to better exercise reasoned choice considering the "moral resonance" of the decisions they make (Greene, 1988, p. 197) and the consequences for self and others.

Werner (no date) states "in essence, global education has to be viewed as political and moral education because of the issues and problems that students are to reason about" (p. 12). Thus I contend that developing in students a global perspective is a political/moral project. Moral in the normative sense specifying what is good. This includes designating a particular version of what knowledge is of most worth, in what direction we should be working, what it means to know something, and how we might construct representations of ourselves, others, and our physical and social environment. Moral, in that the desirable ends, developing in students the knowledge, skills and attitudes in order that they may determine "acceptable futures", involve value deliberation. A political project in the sense that the goal is to enable students to become active citizens willing to keep democracy alive by critical thought and action to transform existing society. It provides an image of the educated person we would like to "produce". Even if it is unattainable, it provides a direction and framework for the practical educational activity.

Considering global education as a political/moral project forges potential links with the radical discourses of liberatory pedagogy, critical pedagogy, and feminist pedagogy which "oppose oppressive gender, race, class, and other social formations, and attempt to facilitate more 'democratic' and 'emancipatory' schooling" (Gore, 1993, p. 5). Despite the differences within and between these discourses an examination of their central claims, in terms of the pedagogy argued for, reveals a great number of commonalities. They emphasize student experience and voice; assert the objects of self and social empowerment toward broader social transformation; speak about teachers' authority and struggle with the contradictions inherent in the notion of authority for emancipation; are linked to political and social movements that seek to erase multiple forms of oppression (Gore, 1993, p. 7).

Liberatory pedagogy of conscientization evolved in the 1960's from the work of Brazilian expatriate, Paulo Friere for use in the education of colonized citizens in developing countries. It begins with students' problematization of knowledge, language and lived experience. Its aim, is the development among the "oppressed" of language and concepts, wordings and readings with which to understand the ideological sources of disempowerment and voicelessness. This critical assessment of their own situation was undertaken with a view toward changing it.

During the 1970's and 1980's Friere's work was modified for industrialized countries and became more commonly known as critical pedagogy. According to Giroux (1994) common threads of critical pedagogy "include, but are not limited to, the relationship between knowledge and power, language and experience, ethics and authority, student agency and transformative politics, and teacher location and student formations" (p. 283). Critical pedagogy focuses on the condition and means through which knowledge is produced and how power works within particular historical, social and cultural contexts. It encourages asking "in whose interest" and seeks to engage citizens in common governance by authenticating voices that challenge prevailing sedimented meanings, celebrate cultural and political diversity, fight against the voices of bigotry and violence, and at the same time work toward social relations that undermine the ideological, experiences of colonization and relations of sexism, racism, and class discrimination. Friere's work along with Shore (1980) attends more to instructional practices that Giroux.

Some feminist critical theorists have been critical of some aspects of the dominant view of critical pedagogy because of its appeal to western democratic ideals and to a gender neutral concept of citizenship which encourages the valuation of patriarchal values (Luke & Gore, 1992). Luke (1992) suggests that critical pedagogy theorists ought to apply that same kind of reflexive and self-critical awareness they demand of teachers to their own texts. For example, they ought to ask what diversity is being silenced in critical pedagogy that appeals to the patriarchal model of citizenship education and liberal democracy. The challenge then in determining the political/moral project of global education is to account for gender but not in an "add on" or essentialist manner and to examine the underlying values and assumptions behind terminology such as citizenship and democracy that are apt to be used almost as slogans.

Pedagogy as a political/moral project calls for teachers to be "transformative intellectuals" (Giroux, 1989) who make clear that the nature of the appeals to authority they are using to legitimate their pedagogical practices is emancipatory authority.

This means that such educators are not merely concerned with forms of empowerment that promote individual achievement and traditional forms of academic success. Instead, they are also concerned in their teaching with linking empowerment - the ability to think and act critically - to the concept of social engagement and transformation: that is, teaching for social transformation means educating students to take risks and to struggle within ongoing relations of power in order to be able to envision and promote those unrealized possibilities in the wider society that point to a more humane and democratic future. (p. 138)

Liberatory, critical and feminist pedagogies are helpful in assisting teachers formulate the political/moral project of global education in various ways. For example, it can help teachers understand how they can work in educationally defensible ways to change dogmatic beliefs, exploitation, and oppression recognizing that the welfare and fair treatment of the earth and all its inhabitants, not power, is the valued end. It can also assist in developing a conception of citizenship that includes the ability to question and engage in critical thought and moral reasoning, to probe beneath the surface of the taken-for-granted to reveal contradictions, to explore alternatives, and to take action that contributes to a more justice and fairness in the world.

Pedagogy as Relationship

Whereas pedagogy as a political/moral project sees the teacher as a transformative intellectual whose pedagogical practice is guided by emancipatory authority and the ethic of justice, pedagogy as relationship sees the teacher as a parent charged with the special

responsibility of caring for young people. According to van Manen (1991) pedagogy orients us to the child because pedagogy is concerned with the child's self and development.

Pedagogy as relationship becomes embodied thoughtfulness, a moral orientation, a way of being a teacher that models pedagogical tact (van Manen, 1991), the ethic of caring (Nodding, 1984; 1992), the virtues of care, concern, connection and nurturance (Martin, 1991), and strives for "power with" (Kriesberg, 1992). The student/teacher relationship is the kind of relationship that is the backbone of a caring community.

For Nodding, there are four components of this caring relationship in moral education: modeling, dialogue, practice, and confirmation. Modeling is vital because children are shown how to care when teachers create caring relations with them. She characterizes the dialogue in a caring relationship as openended, genuine, a common search for understanding, a quest for something undetermined at the beginning that connects us to each other and helps to maintain caring relations. If we want people to approach moral life prepared to care, Noddings argues, we need to provide opportunities for them to gain skills and practice caregiving. The fourth component of moral education from the perspective of caring is confirmation, an act of affirming and encouraging the best in others.

Kriesberg (1992) suggests that relationships that seek to empower are not without tensions and resistances in the institutions, in students and in teachers. However in his study of teachers involved in Educators for Social Responsibility he found that teachers who were committed to creating relationships of co-agency and mutuality with their students. He claims "at the heart...of the pedagogical relationship lie acts of human vulnerability and experiences of human connection" (p. 188).

Frequently mentioned in connection with relationship is classroom climate or classroom atmosphere. Grieg, Pike and Selby (1987) emphasize the importance of an affirmative environment where the integral worth and experience of each individual is cherished. Grossman (1993) contends that there is

considerable evidence that in order to be successful in global education, students must engage in dialogue, and put forth their beliefs to be challenged. A consistent finding is that the students who have the greatest knowledge and awareness of global education report that they are allowed to express opinions in class contrary to those of the teacher. This openness of the classroom climate seems to be an essential variable in the production of global perspectives and knowledge in students. (p. 3)

Pedagogy as relationship helps to inform a pedagogy for global education in that it provides an ethical ideal for the interaction of teachers with students and students with students as they engage in the pedagogical project. It is within the community of the classroom that students learn to live the values of the political/moral project.

Pedagogy as Classroom Practices

Another understanding of pedagogy focuses on the technical instrumental aspects of teaching where the teacher is viewed as a methodologist or strategist. Here attention is given to curriculum design, classroom strategies, teaching techniques, and assessment/evaluation purposes and methods. This is sometimes referred to as the pedagogical repertoire of teachers- a collection of tactics from which the teacher may draw to facilitate learning in the classroom. With the goal of developing in students a global perspective, this repertoire would be expanded from traditional teacher centered or authoritarian approaches. For example Toh (1993) argues that a pedagogy for global education

cannot...be inspiring lectures by brilliant speakers *per se*. It cannot be texts or papers written in increasingly complicated and mystifying jargon no matter how radical or critical, so that only the members of an exclusive coterie of intellectuals "know" what each are saying. An empowering pedagogy...invites learners to participate actively, to link their knowledge and awareness, no matter how partial, limited, biased or inaccurate, with fellow learners. Through constant dialogue, challenge and confrontation with alternative, probably personally disturbing ideas, facts, concepts, analysis, they may hopefully develop their self-earned critical consciousness about the world...pedagogy...allows learners to be exposed to a range of perspectives and to alternative paradigms... Mono-paradigmatic teaching undermines dialogue and retards development of a self-cultivated critical consciousness which sustains a commitment to praxis. (p. 15)

He recommends participatory and active teaching-learning methodologies such as role-plays, simulations, theater, and drama. In *Next steps in global education: A handbook for curriculum development*, Kniep (1987) an article by Johnson & Johnson (1987) explores cooperative learning. Schukar (1993) contends "the ultimate challenge for...teachers...is to understand and apply the principles of teaching controversial issues in the classroom" (p. 57). Newmann's (1990) taxonomy of indicators of classroom thoughtfulness provides these examples: there is a sustained examination of a few topics rather than a superficial coverage of many; the teacher encourages students to generate original and unconventional ideas, explanations, or solutions to problems; the teacher shows an awareness that not all assertions emanating from the authoritative sources are absolute or certain; students offer explanations and reasons for their conclusions; and students assumed the roles of questioner and critic. Joy (1990) outlines what she calls pedagogical building blocks: in a non-judgmental atmosphere, bring pre-existing beliefs and assumptions into the open; provide opportunities for group collaboration and group bonding; set the stage for cognitive conflict; raise provocative questions rather than providing answers; emphasize relationship and connectedness; and invite learners to be co-creators of pedagogy. Coombs (1988b) suggests that perhaps the best way to help students to reach justifiable conclusions about peace and security issues is to engage them in cooperative inquiry and help them do it well (p. 11). He advocates practical reasoning as a pedagogy for practice, a recommendation that has also been made for home economics education (Brown, 1980; AHEA, 1989; Smith, 1990).

Classroom practices intentionally try to influence the production of meaning and thus classroom practices are inextricably linked to the pedagogical project and the pedagogical relationship. Teachers in developing and selecting a pedagogical repertoire for global education would seek those that develop students awareness of global issues, provide students with an opportunity to articulate and reason about those value issues, and encourage them to act in ethically defensible ways. As well, teachers would re-think me-as-teacher where "teacher-as-knowledge-authority is less appropriate...(and)...Teachers authority may rest more in her or his sensibilities, tack, openness and way of inspiring wonder and questioning in students" (Smith & Peterat, 1992).

Conclusion

In this paper I have argued that a consideration of pedagogy for global education in teacher education minimally must include a consideration of the pedagogical project, the pedagogical relationship and pedagogical practices in order that they are consistent, germane and logically connected. If one accepts that global education is moral/political project this will impact decisions related to pedagogical relations and inform the classroom and instructional practices. Of particular importance are the decisions related to authority, control, and consideration of value issues. Actions resulting from the decisions taken must be defensible in light of the pedagogical project. In teacher education pedagogy for global education would be

evident in two ways: 1) the three themes would be part of the content of curriculum and instruction courses; and 2) the curriculum and instruction of the courses would model the three pedagogical themes.

I began by stating that global education as education for a global perspective is a curriculum thread that can be woven into all subject areas including home economics. That thread is spun of fibers that include substantive knowledge and understanding of global issues, perceptual dimensions and moral virtues, cognitive skills and moral/practical reasoning, and defensible decision making and action. This thread is woven into a curricular tapestry or framework of pedagogy. A pedagogy that is formed by the interweaving of a political/moral vision of critical transformative possibilities (political/moral project), a way of being-in-relation (pedagogical relationship), and a way of teaching that embodies the two (pedagogy as classroom practices). Accepting the explication of global education and pedagogy initiated here as the *beginning* of a dialogue on the pedagogy of global education means to consider in what ways pedagogy can be linked to the goals of educating students: to understand why things in the world are the way they are and how they got to be that way; to challenge the things that we take for granted; to examine the effect of their own lives on others; to envisage a world which is "not yet" in order to enhance the conditions of everyday life locally and globally; and to take risks and act to achieve that vision. It means to consider pedagogical possibilities for global education in all aspects of the teacher education program.

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Integrating Global Education into Home Economics Teacher Preparation Programs: A Collaborative Model

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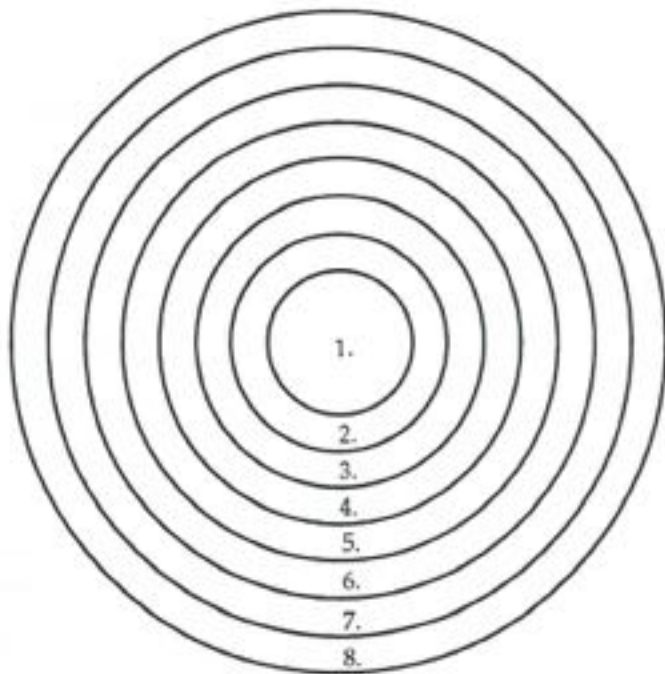
For the past decade the Canadian Home Economics Association (CHEA) has encouraged family studies/home economics teachers to broaden their curriculum to include a global perspective. This initiative was a response to increasing global inequality and interconnections that affect the well being of families everywhere. It began with funding from the Canadian International Development Agency (CIDA) and a determination of CHEA to support the greatest number of teachers as possible with the limited resources available. The program undertaken involved multiple layers of collaboration beyond the CIDA connection and thus is referred to as a collaborative model. This paper will provide an overview of the multiple layers of collaboration that have evolved, highlight the most recent layer--ventures into teacher preparation programs, and suggest possibilities yet to be explored. As well, we will share some of the lessons that have been learned and make recommendations for the future.

Multiple Layers of Collaboration

In an earlier report, CHEA's ventures into global education were described as "evolving" and "a process not an event" (Ulrich, 1993). The "ripple out" metaphor is helpful in conceptualizing the implementation model that begins with the assumption that by starting with a small group of teachers committed to global education and encouraging them to bring global education to the attention of their peers the movement would continually grow. This metaphor provides a vision of concentric circles that is also useful to visualize the growth of the collaborative nature of the project (see Fig. 1).

One of the first collaborative efforts, in 1990 involved the Faculty of Education at the University of British Columbia (UBC). Here the professor of home economics education in collaboration with graduate students and home economics teachers worked to produce resource files. The resources produced were: *Global Issues: Diapering*; *Global Daily Living Practices: Forms of Clothing*; *Work: Women, Children and Men in Families*; *Food Security*; and *Staple Foods*. Later this professor worked with a graduate student to produce a booklet entitled *Developing Global/Development Perspectives in Home Economics Education* (Smith & Peterat, 1992). These projects were funded by CIDA through CHEA and the resulting resources were published and marketed by CHEA. At the same time an elective special topics course sub-titled Curriculum for Global Education was initiated for summer session at UBC (HMED 465). It continues to be offered and presently is in the process of becoming a general curriculum course open to all education students. As well many of the people who were involved in the production of resources became part of the B.C. Leadership Development Program which began in 1992.

Once teaching materials were available it was appropriate to initiate a program of teacher in-service. To carry out such a program, it was essential that CHEA collaborate with its network of affiliated provincial home economics associations, family studies/home economics teacher associations, and subject councils. In the beginning, CHEA's global education leadership development projects were established as in-service training for selected, interested teachers who were members of provincial home economics teachers' associations. These



1. CHEA & CIDA
2. UBC Faculty of Education Home Economics Department, Graduate Students (local and international), Teachers from British Columbia
3. OFSHEEA ID Committee
4. MHETA
5. NBTA Global Education Project, N.B. Ministry of Education Home Economics Supervisor, UNB Professor and pre-service students, International Students
6. BCTF Global Education Project, THESA, UBC Faculty of Education Home Economics Department, International Graduate Student
7. Mount Saint Vincent University, NSHEA International Development Committee, the International Education Center of Mount Saint Mary's University, and NSTF Global Education Project
8. New Possibilities

Figure 1. Multiple Layers of Collaboration

teachers were expected to provide further in-service leadership through their associations and local school boards. The projects were experimental in nature, incorporating on-going evaluation, adjustment and flexibility. While the projects varied from province to province, each project included the following components:

- identification of collaborators
- selection of teachers
- 18 - 22 hour orientation and training workshop
- provision of resource materials
- practicum designed and implemented by each teacher
- 8 - 12 hour follow-up reporting and planning workshop
- annual 2 - 6 hour update workshop

The first project occurred in Ontario as a joint venture of CHEA and the International Development Committee of the Ontario Family Studies Home Economics Educators Association (OFSHEEA) in 1990-91. The second year of the program the project was introduced in Manitoba through collaboration with the Manitoba Home Economics Teachers Association (MHETA). One of the participants was an educator responsible for the home economics teacher education program at the University of Manitoba. She integrated global issues into her curriculum and instruction course and this year, 1995, those students lobbied for an other leadership development project to begin. The third province to become involved was New Brunswick. The key collaborators were the Global Education Project of the New Brunswick Teachers' Association (NBTA) and the Ministry of Education home economics supervisors. A member of the home economics education faculty from the University of New Brunswick (UNB) also attended and brought home economics student teacher interns and international students. British Columbia also joined the project but with a slightly different format. There was already a core group of lead teachers who had been collaborating with CHEA and the home economics teacher education program at UBC. The participants selected began with more understanding of global education as several had been involved in the development of the resource files and some had taken a university course in global education. They chose to focus on preparing outlines for introductory and intermediate level workshops on the resource files. They were able to gain the support and funding for teacher release from the Global Education Project of the British Columbia Teachers' Federation (BCTF). They reached an agreement with the Teachers of Home Economics Specialist Association (THESA) to offer the series of workshop at their annual provincial conference. As well, the coordinators of the leadership project undertook to keep a data base of the teachers in the province who had participated in the various workshops and each teacher was sent a congratulatory letter and a certificate of completion.

Up to 1992, the involvement home economics education students in any of the programs initiated by CHEA was more informal than formal. Some pre-service students were involved in the development of the resource files at UBC, the teacher educator from Manitoba brought global education into her curriculum and instruction course, a faculty member from New Brunswick brought two of her student interns to the sessions CHEA offered at the NBTA Global Education Conference. Increasingly it has become apparent that beginning teachers also should be prepared integrate a global perspective into their teaching (Theory into Practice, 1993). CIDA, CHEA's key partner in global education identified pre-service training as the next step for raising global awareness in all part of the education system. As early as 1991, CIDA's National Advisory Committee on Development Education recommended that "the time has come for full-scale involvement in pre-service training as a complement to the current in-service training activities of the provincial (global education) projects" (p. 11). Therefore, CHEA's global education program priorities shifted to formally collaborating with home economics teacher educators. Three projects of this nature have been undertaken.

Mount Saint Vincent University

In 1994, CHEA approached Mount Saint Vincent University to become involved in a project where pre-service teacher candidates, cooperating teachers, and interest faculty members would participate together. Other collaborators in this project were the International Development Committee (IDC) of the Nova Scotia Home Economics Association (NSHEA), the International Education Center of Mount Saint Mary's University, and the Global Education Project of Nova Scotia Teachers' Federation. Eight students, four cooperating teachers and two faculty members took part.

The components of the project were similar to the leadership development programs but the student teachers and cooperating teachers were encouraged to prepare and try out global education lessons or materials during the student teaching practicum. The results from this

program were very encouraging. The teachers involved revised unit outlines, devised and delivered three in-services for other teachers, and shared widely the CHEA resource materials. A faculty member and a student critiqued the consumer education curriculum and sent recommendations for including a global perspective to the Federal/Provincial Consumer Education and Plain Language Task Force. The student teachers used the knowledge and skills gained in the project to plan a presentation for an educational studies course in which they were enrolled. Their objective was to make fellow students aware of the importance of global education and human ecology. They used interactive teaching strategies (role play and cooperative group discussions) and focused on global economic and environmental interconnections. Written evaluations and audience comments were very positive. This collaborative venture also had the effect of enhancing the credibility and public image of both the home economics profession and the human ecology faculty as students from other disciplines expressed a new appreciation for the wide scope, wholistic approach and the leadership that home economic/family studies teachers were taking in promoting the development of a global perspective. As well the other education students expressed disappointment in not encountering global education earlier in their pre-service program. Benefits of this project were also evident in the actual student teaching practicum. The Dean of Human Ecology observed changes in the quality of the working relationship between student teacher and cooperating teacher. She noted a spirit of cooperation, innovation and enthusiasm for teaching that she had never before observed. She attributed this to the collaborative model promoted through the leadership development project.

As a result of this project, the university has institutionalized global education into the teacher education program by incorporating a series of four workshops with a practicum as a required part of the bachelor of education program for human ecology students. Cooperating teachers are given credit for the course as an in-service and vouchers to cover the university fees payment. Graduate students are also given course credit for participation provided they complete a practicum in which they develop a framework to evaluate family studies curriculum for global perspectives, apply it to the Nova Scotia guidelines and submit a report with recommendations. The workshops are planned and facilitated by members of the NSHEA who have experience in international development.

University of New Brunswick

Since 1992, a faculty member in the home economics program at the University of New Brunswick (UNB) has enthusiastically supported the inclusion of global education in home economics. She has worked closely with the NBTA's Global Education Project to produce resource boxes and she has organized a weekend global education seminar each year. Home economics student interns attend on a voluntary basis but their participation has been high. In 1994, the student interns and their cooperating teachers were able to attend together largely due to the financial support of the NBTA's Global Education Project. CHEA collaborated by supplying resource materials and funding for facilitator travel. Another level of collaboration distinctive to this project is the involvement of international students as resource persons and guest speakers. The participation of international students has been highly praised by workshop participants as influential in developing knowledge and attitudes toward global education. Participant evaluations indicate that the involvement of the cooperating teachers was seen as a real strength and that this should be continued with more time allotted for interaction between interns and cooperating teachers. This project has no formal practicum requirement but the faculty supervisor monitors the student interns use of resource materials and integration of global content during their student teaching practicum. As well, this program of global education is not formally institutionalized into the teacher education program so may not be available to students if there is no one to organize and support it.

University of Manitoba

In January 1995, teachers from Manitoba who were pre-service teachers of the faculty member who participated in the first leadership development program in 1991, organized a second leadership development program. Included were teachers, the present home economics teacher educator and eight student teachers. Cooperating teachers were not involved but the teacher educator made global lesson planning part of the course requirement. The practicum component revolves around the identified need for practical classroom lessons and the goal is to produce a booklet of tried and tested activities that will be shared with other teachers. Again global education is not a formal part of teacher preparation and therefore largely depends on the interest and support of the home economics teacher educator.

New Directions in Collaboration

Two new directions have involved research into the integration of global education and home economic/family studies education. The first involves survey research where academic researchers in three provinces have collaborated with CHEA to gather data on the progress of the programs to date. Preliminary recommendations include: giving attention to the meaning teachers attach to global education; providing the opportunity for dialogue around the goals and purposes of global home economics/family studies and how this subject area differs from other subject areas, particularly social studies; emphasizing ways to infuse global education that demonstrate to teachers that they do not have to give up practical skills or other aspects of their programs that they deem equally important; considering ways to provide on-going support; and involving the participants in lesson development, unit planning, or preparing materials or teaching strategies that they could use in their classrooms (Smith & Lowe, 1994). These findings were also supported by research in Ontario (McEwan, 1995).

A second type of applied research is being piloted in British Columbia where a group of home economics teachers are continuing exploration in the use of collaborative action research (Peterat, 1992-3) as a means to facilitate the understanding of global education and home economics education theory and practice. A group of eight home economics teachers have committed to a six month project supported by a local school district and the provincial Global Education Project to investigate the integration of global education into their programs. Each teacher is conducting teacher research in their own classroom and sharing their findings at monthly collaborative meetings. As well the monthly meetings serve as a forum for curriculum development and as an opportunity to set research questions that all participants can investigate. The principal researcher is a graduate student in home economics education from the University of British Columbia.

Reflections on Collaboration

Collaboration has gained much currency in the literature on curriculum reform. It has been a guiding principle in bringing global education into home economics/family studies curriculum and instruction. Part of the rationale for this is to counter the isolation, "go-it-alone" ethos and endemic uncertainties that are associated with teaching (Lortie, 1975; Goodlad, 1984, 1990; Lieberman & Miller, 1983; Sarason, 1990). A second consideration was to garner as much support as possible to keep the momentum going. Collaboration in this project is conceived as the means to an end, a way of working together. It has been loosely defined to allow for a variety of interpretations, shifting responsibilities and changing roles. CHEA's experience shows that there are complementary roles and many benefits which can be realized by all partners in such an effort. Collaboration between university, national and provincial professional associations, teacher federations, and community NGO's produces a more cost effective program allowing for the sharing of resources - human, material and financial. Collaboration increases the network of contacts into which each group can tap. It

enables each partner to build institutional capacity and increase the credibility and public image. It also allows events to be organized that would not be undertaken if each worked alone.

Clift, Veal, Johnson & Holland (1988) refer to this type of collaboration which is characterized by organizational alliance and reciprocity as symbiotic. The symbiotic relations are portrayed in Table 1. Symbiotic relations imply mutual benefits or rewards. There has to be some reason for people and organizations to become involved. Some of the benefits such as time, money and resources could be classified as extrinsic inducements or rewards (Sandholtz & Merseeth, 1992). Other such as increased status or credibility and improved teaching and learning are more intrinsic.

The collaboration has also been organic, where participants seek to identify an issue that can be jointly owned and provides for the development of common interest (Clift, Veal, Johnson & Holland, 1988). In this regard the need for **flexibility** has become a guiding ideal particularly in regard to the evolution of the projects and in stipulating the practicum component. While all the projects have the similar goal--bringing a global perspective into home economics education--the means to this end varies.

Initially CHEA's intent was for the practicum component to quite specific--the presentation of a workshop or seminar for peers. But when some participants expressed a lack of comfort in taking on the role of workshop facilitator and thus reluctant to complete the practicum component it became apparent that other options needed to be considered. This notion of **flexibility** became a recurring theme throughout the collaborative project. In the beginning CHEA's preference was for the leadership development projects to take place in a retreat setting where the participants could be immersed in global education without distractions. In many instances this was the case. However offering the program in the context of a two day global education conference in New Brunswick provided an opportunity that seemed too advantageous to turn down. In British Columbia, the leaders expressed a preference for holding the workshops at UBC where access to resources and libraries were deemed important. In both cases CHEA demonstrated flexibility by making the most of an opportunity rather than being hampered by fixed notions of scheduling and location. We believe that the success of the global education leadership program as a whole is largely due to the fact that each project is not just a matter of delivering a program but is also "interactive research" (Neil, Chambers, Clark, Swarbrick & Wackett, 1993) enabling CHEA and all collaborators to continuously modify and improve the workshops, the project design and the resources. It also means that organizers must encourage creativity and be flexible enough to accept new ideas and ways of doing things.

Another recurring question or theme that as coordinators of projects and facilitators of workshops and retreats we are constantly revisiting involves **content** or what Case (1993) refers to as the substantive and perceptual dimensions of a global perspective. Paraphrasing Case an outline of substantive content in home economics/family studies would include a knowledge of: universal and cultural values and practices of families; global interconnections affecting individuals and families; present concerns and conditions which impede the fulfillment of our mission; the origins and past patterns of home economics; and alternatives and future directions for professional practice. The perceptual dimension, according to Case, includes open-mindedness, anticipation of complexity, resistance to stereotyping, inclination to empathize and non-chauvinism. It is the attitudinal lens through which the substantive domain is viewed. The persistent question that arises concerns how to provide participants with the necessary knowledge and develop the required dispositions in the short time available knowing that it is impossible to provide teachers with all the content we would like them to have. We have added video previews, practice in critique of lessons and in critically examining curriculum and textbooks, readings and guest speakers but it is never enough. We often find ourselves questioning the potential of ethnocentrism and expressing concern about what we

have called the "perverse effects", the potential of reinforcing stereotypes, prejudices and narrow points of view.

Collaborator	Role or Contribution	Benefits
CIDA	- funding	- public support for international development assistance - reduction of poverty in LDCs focusing on basic human needs, democratic development, participation of women, environmental sustainability
Home Economics Professional Association (CHEA)	- CIDA funding for resource person travel and honoraria - project initiator and agent to negotiate partnerships - project design advice - workshop planning and facilitation - resource materials - national dissemination of resource materials produced locally	- strengthened capacity to provide Professional Development to members - heightened credibility and public support for profession - greater access to resources for research for program development - progress toward mission of ensuring the welfare and fair treatment of families in developed and developing countries
Teachers' Federation Global Education Projects	- funding for supply teachers - resource materials, space, equipment - coordination assistance - publicity and dissemination of results to other teachers	- strengthened capacity for Professional Development - access to more human resources - access to research and project models to use for other disciplines
University Teacher Education Faculty	- identify participants - coordinate logistics - space, equipment - workshop planning and facilitation help - supervisory follow-up and on-going support - action or evaluation research	- access to human and financial resources - improved field experiences for students (better programs, teachers) - heightened credibility within university
School Boards and Schools	- funding supply teachers or giving release time - access to inservice/professional development opportunities	- more relevant courses and programs - better qualified teachers
In-Service and Pre-Service Teachers	- funds for meals, accommodation, travel - develop and test lessons and activities - provide staff development for colleagues - evaluate results and recommend changes	- rejuvenation, more enthusiasm, new ideas - increased capacity to infuse a global perspective - enhanced credibility and support from school staff
International Students, CHEA IDC's, NGO Community	- resource persons to share information, knowledge, insight from experience	- public support for poverty alleviation, global justice and equity

Table 1. Symbiotic Relations of Collaboration

Linked closely with content is a concern for the **process** of teaching. We agree with Begler (1993) who states that "without explicit attention to the process-content relationship, we will not develop teachers who are reflective about and attentive to the ways in which different instructional strategies contribute to (or detract from) the learning objectives of global education" (p. 19). We have become increasingly concerned about the apparent domination of transmissive teaching. Even though we make every effort to demonstrate participatory, interactive strategies in our workshops it appears that some participants are not used to using such strategies.

A theme that comes out of follow up work is how to **support** the participants. There are multiple aspects to support and they all have a tendency to overlap, but four in particular stand out: moral, monetary, material and temporal. Once the professional development activity is completed the challenge becomes one of how to offer participants continued moral support to implement global education in their classrooms and communities. We have suggested to the teachers that they link with a mentor from their community. A mentor could be someone from the NGO community, someone who has international development experience, or another teacher who is affiliated with the Global Education Project in their province. In B.C. a quarterly mailout was started to provide ongoing teaching ideas and resources and sustain the initial interest of workshop participants. Concern about monetary support arose when it came to our attention that not all student teachers could afford the registration fee and some teachers could not afford the expense of travelling to the workshops. In some cases CHEA has decided to waive the fee and in some provinces travel assistance had been provided by the provincial Global Education Project but we are always concerned that lack of financial assistance excludes some very interested and deserving candidates. Increasingly teachers have brought to our attention the lack of material support especially classroom ready teaching resources. Finally support in the form of time has become a consideration. Cooperating teachers found the required commitment of volunteer time to be more than many were prepared to give. Since most of participants are women with families and other commitments we have learned that we must be sensitive to the work of women and be realistic in time requirement for the projects and to lobby for or provide release time for curriculum and professional development.

The last theme that arises from our reflection on collaboration to date is that of attending to **political factors**. Political factors mainly deal with power and can be sub-divided into those affecting the participants directly and those that affect the participants indirectly. We have found the distinction between "power over" and "power with" useful (Kriesberg, 1992). "Power over" is antithetical to the goals of global education and yet we are aware of pervasive this form of power is in our society and how easily that projects described as collaborative can succumb. In the literature this is variously referred to as in: participants being induced or succumbing to peer pressure (Little, 1993); the situation being contrived (Hargreaves 1989, cited in Grimmet & Crehan, 1992); the potential of participants being exploited (Ladwig, 1991) or co-opted (McKernan, 1988); and the activity becoming subversive (Carson, 1989). "Power with" has been a guiding ideal of this collaborative model and throughout we have made an effort to foster reciprocity, mutuality, receptiveness and a deep sense of learning from each other in any aspect of the projects that directly affects the participants. Sometimes this has meant stepping back and going with the suggestions and demands of the group rather than saying "do it this way". Often collaboration is hampered by lack of what Cuban (1993) calls second order change, that is, structural changes that are not in the hands of teachers. We are constantly reminded of forces, such as lack of support for global education in mandated curriculum, the status of home economics and other elective courses, the essentially conservative nature of schooling, the restrictive nature of school timetables, and so on, that impede efforts to change or reform what is happening in the school system. As well the dominant ideologies such as patriarchy and capitalism work against key values of global education such as equity, food security and fairness in resource distribution.

Summary and Recommendations

In this paper we have shared the multiple layers of collaboration that we have experienced in our work with CHEA's development/global education program for home economics and family studies education in schools and universities across the country. In addition we have highlighted some of the questions or concerns that cause us to reflect on what has transpired and what we have learned by being involved in this collaborative model. To close we take the opportunity to make some recommendations for the future that are specific to home economics teacher preparation programs.

- There is no one collaborative model for integrating global education into teacher preparation programs. The collaborators may vary, the role or contribution of each collaborator may vary and the benefits may vary. However we recommend the participation of both pre-service teachers and their cooperating teachers as equals in an intensive, in-depth workshop or seminar. There are various reasons for this recommendation the most compelling being that the relationship developed fosters support for implementing global education during the student teaching experience. As well, involvement of individuals with overseas experience (e.g., CHEA members with experience in the Partnership program, CHEA overseas partners, or members of the NGO community) and of international students is highly recommended. The perspectives of these resource people is especially valuable in confronting the ethnocentrism of prevailing curriculum and in providing current information on world conditions. Establishing a supportive environment where reciprocal learning is encouraged is also a recommendation. In such a situation participants feel that they can contribute and that everyone can learn from each other.

- An overarching concern is the sustainability of the initiative. CHEA realizes that global education funding provided by CIDA will not continue indefinitely. As well, we are keenly aware that often global education is included only because of the efforts and leadership of interested individuals. If these individuals should leave their positions, it is unlikely the programs would continue. Therefore, we strongly recommend the institutionalization of global education within teacher education programs. This can be done in two ways: the systematic infusion of global education into existing curriculum and instruction courses; and as a separate course. We recommend that doing both is the most desirable as the two efforts complement each other.

- We also recommend that professional associations work collaboratively more often with the universities. What is needed is a commitment by both academic institutions and professional associations for on-going research and education on global education content and processes to monitor the changing needs and impacts on students and teachers. In addition there is a continuing need for research and development of programs that assist teachers and teacher educators in implementing global education. Therefore, we recommend that professional associations serve as a catalyst and coordinating body to initiate research and pre- and in-service education on global issues and effective teaching practices for global home economics education.

Merryfield (1993) states "unlike many educational innovations, the teaching of global perspectives necessitates collaboration" (p. 2). This report confirms this statement. It illustrates multiple layers of collaboration that have formed as a professional association, in this case the Canadian Home Economics Association, has supported integrating global education into home economics teacher preparation programs. This collaborative support network has been a major factor in making home economics/family studies educators leaders in global education across the country.

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The Effectiveness of Global Education Workshops

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It is becoming increasingly important that we find a means to convey the importance of a global perspective to our students and to teach them the skills, knowledge and attitudes needed to function effectively in the world of rapidly-increasing interdependence (Kobus, 1982). Global education workshops for teachers are one step towards fulfilling this goal. How effective these workshops are in changing teachers' attitudes towards global education and in changing their teaching techniques, knowledge and understanding was the focus of this study.

Introduction

The study analyzed data on teachers' attitudes to the importance of teaching global awareness to students and how their attitudes related to being participants in global education workshops sponsored by the Canadian Home Economics Association. The study determined whether there had been any subsequent change to their teaching techniques and curriculum as a result of attending a workshop. Further, did attending a workshop actually change some knowledge and understanding of global issues for participating teachers?

Data were obtained from a survey of Home Economics/Family Studies teachers in Ontario and Manitoba who had participated in various kinds of CHEA-sponsored professional development programs.

Three hypotheses were tested in this study. The hypotheses stated that there is a significant positive difference

- 1.in teachers' attitudes,
- 2.in teaching techniques and
- 3.in changing teachers' knowledge and understanding of global issues

after attending a global education workshop.

This study was limited because only Family Studies/Home Economics teachers in Ontario and Manitoba who attended selected global education workshops sponsored by CHEA were sampled. Teachers who had experienced other forms of global education, such as university courses, were not included. The potential for bias in the writer, workshop leaders and participants also put limits on this study. Data were based on the perception of participants at a particular point in time. However, the sample population was obviously in a good position to provide valuatve feedback. Lastly, there was no data on classroom practices.

Background Information

In order to try to fully understand the effectiveness of global education workshops on changing teachers' attitudes and teaching strategies, it was necessary to do a literature review

that focused on three areas. First, the research literature on workshops in general as part of the overall theme of staff development was reviewed, followed by a focus on the philosophy behind global education and an examination of the implementation, assessment, and problems associated with global education projects. Finally, a case study was examined - the Indiana Global Education project - with the hopes of providing further insight into this topic. The following is a summary of the findings from the literature review.

I. Workshops - Vehicles for Staff Development

The literature on professional development pointed out many important considerations. Some of the points that teacher educators need to be aware of are:

- * Teacher education should be viewed as aiding, supporting and encouraging teacher development.
- * In developing teacher in-service education, we must be careful not to promote a "defect" view - the idea that what teachers are doing now is necessarily wrong.
- * Workshops should strive to be as specific as possible - tangible, concrete and achievable targets are important.
- * Examining what actually happens in the classroom would help determine workshop effectiveness.
- * Teachers' personal involvement is an essential ingredient in any in-service education.
- * Workshop leaders must strive to motivate and encourage reflections.
- * Teachers should be involved in identifying their own needs where possible.
- * Follow-up support should be available.
- * A trained specialist is necessary to facilitate growth.
- * Relevancy to teacher and feasibility of implementation need to be considered.
- * Continuing education should be an integral, routine aspect of a teacher's professional life.
- * We need to focus more on attitudes, values and beliefs that influence individual teacher's behavior.
- * Consideration should be made of whom the workshop is directed at - whole staff, teachers from different schools and whether they are volunteers or had pressure to attend.
- * We must try to avoid grafting onto "discrete, unconnected projects" (Fullan, 1990, p. 21).
- * We must make sure resources and initiatives are not temporary.
- * Commitment toward a particular content may follow rather than precede competence.
- * School climate plays an important role in how teachers will react towards staff development.

In developing any staff development, global education included, it would be advisable to remember these ideas. "It is the capacity to help others reach their fullest potential that is perhaps the greatest virtue of leadership" (Rubin, 1971. p. 264).

II. Problems with Global Education

Putting theory into practice is seldom easy; in fact, it can be incredibly difficult to do so successfully. Education from a global perspective is difficult to put into practice largely because of its complex, broad and controversial nature.

The following areas deserve continued consideration in the development of global education workshops.

- * Selecting our instructional materials will have a pronounced effect on the achievement of our goals.
- * We must be realistic in our expectations of teachers and provide them with the proper "tools."
- * Reflection is a necessary component so that teachers can systematically work out what global education means to them and how it can work in their classroom.
- * Collaboration should be encouraged.
- * Pre-service education for teachers does little to prepare new teachers with the knowledge or motivation to teach from a global perspective.
- * Mandates themselves can be a problem - often general in nature and leaving the teacher with questions as to how to respond to the mandate.
- * We need to develop assessment instruments.
- * Global educators must remember balance, quality and integrity in their planning.
- * Demands on teachers' time must be considered.
- * We should avoid labeling people as resistant to change simply because they question global education.
- * The global educator must endeavor to find out why people are resistant to change.
- * Special interest groups provide many resources to education and we must be aware of their role.
- * Ambiguities and contradictions may exist within school environment towards global education.
- * There is a need for clarity in global education.
- * There is a need for curriculum materials to be developed.

III. Implementation and Assessment of Global Education

Teacher educators need to be aware of the following areas in the implementation and assessment of global education workshops.

- * Knowledge of our personal feeling and attitudes is important.
- * Reform is needed to globalize teacher education.
- * We should include needs assessment, teacher involvement in planning, pilot testing and assessment of innovation when planning any new innovation.
- * Awareness-building strategies do not necessarily translate into action.

IV. Implications from the Indiana Global Education Project

Duvall noted the following implications from his Indiana Global Education Project.

- * Qualitative and quantitative methods are important in evaluating workshop effectiveness.
- * It is important to identify biases through all stages of implementation.
- * The workshop presenter and evaluation of that person are vital to understanding what is an effective workshop.
- * Format and selection of the workshop group can have an impact on workshop effectiveness.
- * We need to attempt to analyze negative responses or lack of response.

Description of Study

A questionnaire was then developed in co-operation with the Canadian Home Economics Association to study Family Studies/Home Economics teachers' attitudes to global education, any subsequent change to their teaching techniques and in their knowledge of global issues as a result of attending some form of workshop sponsored by CHEA. The workshops were facilitated by teachers who had participated in CHEA's leadership training program. The questionnaires were sent out in the spring of 1994 and the analysis and results were completed in the fall of 1994.

All of the Family Studies/Home Economics teachers in Ontario and Manitoba who voluntarily participated in a CHEA sponsored global education workshop received a survey. Forty-four (44) surveys were sent to teachers in Manitoba and forty-two (42) surveys were sent to teachers in Ontario. Of the surveys that were returned and usable, the response rate was 45.4 per cent for Manitoba teachers and 47.6 per cent for Ontario teachers. Overall, the response rate for the surveys was 46.5 per cent.

The number of participants in these workshops range from ten to less than thirty. The type of workshops were one-hour sessions, at a conference, half day workshops, full day workshops and weekend retreats.

Part One of the questionnaire examined demographic information such as grade level taught, specific classes taught, age and teaching experience. It also examined attitudes towards global education, inclusion/exclusion of it in their Home Economics/Family Studies classes and reasons why. In Part Two the teacher rated her attitude toward specific global education issues and how they relate to Family Studies/Home Economics. Part Three examined type and number of professional development sessions attended and preferences for future workshops. It determined types of instructional materials used generally and, more specifically, what resources teachers drew upon from CHEA. It determined specific teaching strategies used after attending a global education workshop. Part Three also tried to determine to what extent global education workshops changed the teachers':

1. attitude towards the importance of teaching global awareness to students,

2. knowledge and understanding of global issues, problems and interconnectedness,
3. teaching techniques for global education, and
4. curriculum to include global issues.

Frequently throughout the survey there were opportunities for the teachers to write qualitative comments.

There were some limits and/or problems in this study. This study was limited by its relatively small sample size. It was also limited due to its subject target - that is, Home Economics and Family Studies as related to global education.

A further limitation of this study was that data were based on the perception of participants at a particular point in time. All participants were female, largely due to subject area taught. Also, there were no data on classroom practice.

Respondents were fairly evenly distributed between secondary and elementary and evenly distributed between Manitoba and Ontario. Respondents indicated that they had more than ten years of teaching experience. It was also interesting to note that there were few young teachers (in their twenties). High school courses in Food and Clothing and Grade 7 and 8 were the main courses taught.

Summary of Findings and Analysis

This study provided some significant findings. The following paragraphs highlight some of these points.

A high percentage of respondents in both Manitoba and Ontario indicated that global education was important to Family Studies and Home Economics courses. However, only one third of respondents stated that they were already integrating global issues into their curriculum. Nearly half of the respondents stated workshops played a significant role for the inclusion of global education in Home Economics/Family Studies courses. The main factor responsible for the exclusion of global issues into curriculum indicated by respondents was time and teachers' energy. Teachers did not generally perceive that lack of knowledge was a significant reason for exclusion of global education. A high percentage of respondents stated workshop leaders were important in influencing the inclusion of global education into curriculum.

There was little deviation between Ontario and Manitoba respondents to questions on global issues. Respondents would prefer full day workshops on global education. They made excellent use of resources, especially those from CHEA. Respondents stated that they made good use of the teaching strategies presented in workshops in their classroom.

Seventy eight per cent of respondents indicated that workshops made significant or great change in their attitude towards the importance of teaching global awareness to students. Eighty-three per cent indicated that workshops made significant or great change in their knowledge, and understanding of global issues. Seventy-eight per cent indicated that workshops made significant or great change in their teaching techniques and understanding of global causes, and eighty-five

per cent indicated that they have made moderate changes to their curriculum as result of attending a global education workshop.

There was a close similarity of responses to most questions from Manitoba respondents and Ontario respondents.

Success of Global Education Workshops

I believe that Stalling's model of in-service education is important to the success of workshops in general.

Learn by doing - try, evaluate, modify, try again.

Link prior knowledge to new information.

Learn by reflecting and solving problems.

Learn in a supportive environment, share problems and successes.

(Stallings, cited in Fullan, 1990, p.6)

CHEA's workshops on global education for Family Studies/Home Economics teachers in Manitoba and Ontario have been very successful. They have attempted to do much of what Stallings has recommended.

CHEA has also followed closely to Werner and Case's (1988b) recommendations. Werner and Case concluded that awareness-building strategies such as workshops can disseminate relevant materials and lead to the adoption of an innovation. However, they pointed out that these short-term awareness-building strategies do not necessarily translate into action. They recommended that workshops leaders should try to solicit teacher feedback, gain administrative commitment, encourage professional development, provide updated information and initiate teacher collegiality after a workshop on global education. CHEA has emphasized 1, 3, 4 and 5.

Fullan (1990) suggested that if workshop planners try to graft onto the teacher "discrete unconnected projects" (p. 21), we will not achieve success. He warns about only providing temporary resources and initiatives for particular changes that may not amount to much in the bigger scheme of teachers' lives. CHEA has made significant attempts to not fall into this trap by having follow-up workshops, and by offering support and encouragement with ideas and resources.

This study reflects many of goals mentioned at the end of the literature review. CHEA's workshops have offered tangible, concrete and achievable goals, leadership that strived to motivate and encourage and provided follow-up support by means of resources and through their Development Education Program Officer.

Identified Needs

As a result of this study and others, many needs have been identified. A major problem teachers face is time and energy. This is also reflected by other studies. The Common Curriculum and Transition Years documents - both mandates- are very general. There is little help from government to help teachers put them into practice, largely due to lack of money. Teachers gave a low priority to these mandates, reflected in this study and others.

In the questionnaire, an omission frequently made by teachers was the need for new knowledge - especially in critical thinking exercises. Teachers seemed to be mainly focused on awareness-building exercises on global issues.

Gilliom's (1993) suggestion that a major problem with global education is that many pre-service education programs do little to prepare new teachers with knowledge and/or motivation to teach from a global perspective is key to the future success of global education in our classrooms. Although CHEA's inclusion of professors in Home Economics/Family Studies professors from both Manitoba and Ontario is a first step in this process, more formalization needs to take place.

Duvall (1982) recognized that administrators do not utilize staff members who attend workshops to the fullest extent. This study did not investigate this area, and some future focus might be put here.

Teachers have reflected the need for collaboration both in this study and other studies. There is a real need for integration of subject areas and cross-discipline activities. There is an on-going need for development of or update for teaching resources.

In conclusion, there are many positive aspects of global education workshops presented by CHEA - significant changes in attitudes towards global education perceived by the participants, significant changes in knowledge or understanding of global issues as a result of attending workshops, and moderate changes made in teaching strategies and curriculum as a result of attendance.

Conclusions

The purpose of this study was to examine the effectiveness of using workshops to teach global education to teachers. The Family Studies/Home Economics teachers who responded to the questionnaire stated that

1. workshops made a significant or great change in their attitude towards the importance of teaching global awareness to students,
2. workshops made a significant or great change in their knowledge and understanding of global issues,
3. workshops made significant or great change in their teaching techniques of global issues and

4. workshops helped them to make moderate changes to include global education issues in their curriculum.

Thus, all the hypotheses of this study were positive. Further, most of the findings were supported in the literature.

Further Research and Implications

It would be beneficial if future surveys were given prior to any workshop on global education. This would give a clearer understanding of changes made as a result of attending the workshop(s). Yearly follow-up surveys would help to ensure the continuity of global education in Family Studies/Home Economics classrooms. Classroom visits would also give clearer insight into real changes made in teaching strategies and in curriculum changes.

This study has made suggestions for consideration for global education, in particular, the Canadian Home Economics Association. The respondents have clearly expressed some strong needs:

1. the need for collaboration between Family Studies/Home Economics teachers across Canada (perhaps through a newsletter) to assist in updating resources and to provide needed support,
2. the need for continued practical, updated resources that can be modified for different grade levels,
3. the need for integration with existing provincial guidelines, and thus, with other subject areas and
4. the need to make administration aware of the great resources Home Economics/Family Studies teachers offer.

Certainly, participants in global education workshops in Manitoba and Ontario have shown resounding support for the work CHEA is doing. CHEA has indeed provided motivating and supportive leadership in the area of global education for Family Studies/Home Economics teachers in Ontario and Manitoba.

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Current Directions and Future Possibilities for Home Economics Curriculum in Canada

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The Curricula Review

A review of home economics curricula in Canada was completed in the summer of 1994. It was to provide data for comparison with a review completed ten years ago (Peterat, 1984), in order to assess changes that have occurred during the past decade. The earlier review was useful for curriculum developers and educators in Canada and other countries. It informed a position paper on home economics/family studies programs in the schools developed by the Canadian Home Economics Association.

It is one hundred years since the influential resolution was passed by the National Council of Women of Canada which called for the introduction of home economics into all the schools of Canada. The International Year of The Family declared by the United Nations in 1994 confirms the importance of families in society, and the importance of educating for and about family living. The Canadian economy is deep in the throes of a transition from an industrial to post-industrial base. Curricula in the schools and the schools themselves are deeply challenged to envision new ways of addressing the current and emerging needs of students and society. The need for another review of home economics/family studies curricula in Canada was apparent.

As part of this review, a survey was mailed to the Home Economics Curriculum Consultant or Curriculum Coordinator in the Ministries of Education of each province. The survey sought information in four areas: (1) program delivery -- the nature of home economics courses offered, (2) the relationship of home economics courses to other courses in the curricula, (3) statistics concerning student/teacher populations, and (4) issues, concerns, and emerging directions in curricula under revision. In addition to the survey, copies of the home economics curricula documents currently in use in each province were requested. These were examined, the content summarized and reported in a final document (Peterat & Khamasi, 1994).

Findings

The Nature of Programs

The first section of the survey asked about the nature of home economics programs offered in the provinces. Questions asked were: titles of home economics courses, grade level at which offered, the elective or compulsory nature of the course, number of instructional hours and credits for the course, and whether examinations are teacher or department set. As well questions were asked as to whether there are special courses or guidelines for handicapped students, occupational/career preparation students, gifted or special language or cultural groups.

In section two of this report, summaries of all courses, credit hours, hours of instruction, and information on examinations were included. In this section of the report, comparison is made between these characteristics of the courses and the findings of the 1984 study.

Table 1 summarizes the grade levels at which home economics courses are offered in 1994 and compares this to the findings of the 1984 study. Home economics courses are offered in secondary education mainly, and throughout the total six years. Few changes are evident since 1984. In New Brunswick Anglophone, there appears to be an expansion from grades 8-12 in 1984 to 7-12 in 1994. Recently developed educational outcomes in British Columbia are written for kindergarten to grade twelve, and the provincial educational plan explicitly states that home economics should be a part of schooling at all grades.

TABLE 1. GRADES IN WHICH HOME ECONOMICS/FAMILY STUDIES COURSES ARE OFFERED

	1984	1994
British Columbia	8-12	8-12
Alberta	7-12	7-12
Saskatchewan	8-12	8-12
Manitoba	7-12	7-12
Ontario	7-13	7-OAC
Quebec	8-11	8-11
New Brunswick Anglophone	8-12	7-12
New Brunswick Francophone	7-12	7-12
Nova Scotia	7-12	7-12
Prince Edward Island	7-12	10-12
Newfoundland & Labrador	7-12	7-12

Table 2 identifies home economics courses offered as electives or compulsory and compares this information with the findings in the 1984 study. Few changes are indicated since 1984. Generally home economics courses are electives and if compulsory, it is at the junior high level for one year (Quebec) or two years (New Brunswick and Ontario). In Alberta, Career and Life Management 20 is a senior compulsory course in home economics. A similar course is planned for Nova Scotia in 1997; in Saskatchewan courses titled Life Transitions 20/30 are currently being developed.

**TABLE 2. GRADE LEVELS AT WHICH HOME ECONOMICS/FAMILY STUDIES
IS
COMPULSORY OR ELECTIVE**

	1984	1994
British Columbia	varies with jurisdiction	varies with jurisdiction
Alberta	7-9, varies with jurisdiction 10-12, elective	all electives except CALM 20
Saskatchewan	elective	elective
Manitoba	elective	electives
Ontario	elective	7-8 compulsory 9 - OAC elective
Quebec	8-compulsory 10-11 elective	8-compulsory 10-optional
New Brunswick Anglophone	8, 9 compulsory 10-12 elective	7,8 compulsory 9-12 elective
New Brunswick Francophone	8-9 compulsory 10-12 elective	7, 8 compulsory 9-12 elective
Nova Scotia	elective	elective 1996 CALM will be compulsory in gr. 11
Prince Edward Island	7-9 one level compulsory 10-12 elective	elective
Newfoundland & Labrador	elective	elective

The generalist/specialist question is evident as well in high school programming. A general program, encompassing all areas of home and family living is frequently the pattern at junior high levels (Alberta, Manitoba, Ontario, Quebec, New Brunswick, Newfoundland, Nova Scotia). In some provinces, junior high programs are either general or specialized in nature (British Columbia, Saskatchewan, Prince Edward Island), whereas, courses at senior high levels are more likely to be specialized in one particular area (Alberta, New Brunswick, Ontario). Some provinces offer both general and specialized courses at senior high (British Columbia, Ontario, Manitoba, Saskatchewan, Nova Scotia, Newfoundland & Labrador). In Quebec, courses are general at both junior secondary levels.

Since 1984 there has been a total shift away from examinations set by the departments of education. In 1984, Newfoundland and Labrador and Saskatchewan both indicated that departmental examinations were in use. By 1994, all provinces appear to have ended departmental examinations in home economics/family studies. All examinations are set by teachers at all levels.

The second series of questions in the survey asked if there are special courses or course guidelines for disabled students, occupational/career preparation students, and gifted, special language or cultural groups. Most provinces, emphasize integration of special needs students into the regular classroom (New Brunswick, Ontario, Manitoba,

Saskatchewan, Alberta, Prince Edward Island), and do not have special course guidelines for disabled students.

Occupational/career preparation courses are offered in Alberta, New Brunswick, Ontario, Nova Scotia, Prince Edward Island, Newfoundland & Labrador. In most provinces, course and programs are locally developed within guidelines established by the Department of Education. Some provinces have career preparation units within home economics/family studies courses, while others indicate the whole area of career study as optional (Saskatchewan).

All respondents indicated there were no courses developed for the gifted, language, or cultural groups and some suggest objectives and activities in the regular course guides, or that such 'tailoring' of courses is left up to the teachers.

Relationship with Other Courses

The second portion of the survey investigated the relationship of home economics to other courses. Home economics has developed differently in each province and in relation to other courses similar to home economics which are offered. The overlap of home economics with other courses is a concern often expressed by home economics educators. **Table 3** provides a summary of the extent to which health is offered in each of the provinces. In 1984, health was more likely offered up to grade nine, whereas now, most provinces indicate it is offered up to grade 12. In three provinces, it is compulsory from grades one to nine (Alberta, Nova Scotia, and Prince Edward Island); in three provinces it is compulsory from grades K - 12 (British Columbia, Quebec, New Brunswick); and in Newfoundland and Labrador and Saskatchewan, it is compulsory in grades K - 9. In Manitoba, it is compulsory from K-10. In Ontario it is offered from K-OAC, but only one secondary credit is compulsory. In New Brunswick at the junior high level, health is part of the compulsory home economics courses. In Prince Edward Island, family studies or family life education is integrated into health programs in grades one to nine.

The respondents maintain that the main distinguishing features between health and home economics/family studies are that home economics focuses on individuals in the family context, management issues, families as families, and has a laboratory component; whereas health focuses on the individual and physical aspects of wellness.

The other question in this section asked the extent to which family life education courses (different from home economics), were offered in the provinces. Two provinces (British Columbia, Newfoundland & Labrador) indicated that family life education is a course different from home economics. In British Columbia, family life education describes the compulsory AIDS Education program, in Newfoundland and Labrador, it is a compulsory course linked with religious education. Alberta, New Brunswick, and Prince Edward Island consider family life education as part of family studies/home economics; Saskatchewan, Manitoba, and Prince Edward Island regard it as part of health. In Nova Scotia and Quebec, family life education is not offered as a course different from home economics/family studies. The main differentiating features of the courses were, the religious nature of family life education (Ontario and Newfoundland & Labrador), the integration with home economics, health and guidance (Saskatchewan) and the clinical nature of family life education (Manitoba).

A third question in this portion of the survey asked the extent to which consumer studies courses were offered in the provinces. Five provinces (British Columbia, Saskatchewan, Ontario, Newfoundland & Labrador, Nova Scotia) indicated that consumer studies was offered as a course of study at the senior high level. In four provinces, it is optional; in British Columbia it is compulsory in grade 12. In six provinces, consumer studies is seen as part of other courses such as Skills for Independent Living, Personal and Social Development, Family Studies, CALM, Home Economics, etc.

TABLE 3. HEALTH AS A COURSE OFFERED IN THE PROVINCES

	grades offered	compulsory / optional	differentiating features from Home Economics
British Columbia	K-12	compulsory	Home economics focuses more on the needs of the family
Alberta	1-9	compulsory	Home economics emphasizes the family
Saskatchewan	1-9, 10	compulsory K-9, family life optional	Health is a series included among the required areas of study in core the curriculum
Manitoba	K-10	compulsory	Health curriculum deals with total wellbeing of an individual, including AIDS education.
Ontario	K-OAC	one secondary credit is compulsory	individual and physical focus
Quebec	primary and secondary	compulsory	deals with Personal and social development
New Brunswick Anglophone/	K-12	compulsory	Home economics has a practical component
New Brunswick Francophone	1-6, in 7-9 is part of home economics	compulsory	Health is separate in 1-6 because there are no home economics courses at that level.
Nova Scotia	P-6, 7-9	compulsory	More of a life skills program
Prince Edward Island	1-9	compulsory	Family life or family studies is integrated into the health program
Newfoundland & Labrador	K-9, Senior high	K-intermediate compulsory; senior high optional	Home economics focuses on issues related to individuals as family members, whereas health focuses on the individuals only.

The final question in this section of the survey asked respondents to list courses offered which are similar to home economics. The courses listed by respondents are included in **Table 4**.

TABLE 4. OTHER COURSES OFFERED IN PROVINCES SIMILAR TO HOME ECONOMICS/FAMILY STUDIES

British Columbia	Physical Education--wellness
Alberta	CALM, Personal Living Skills
Saskatchewan	Math 10 (budgeting, investments) Social Studies (decision making, problem solving), Psychology 20 and 30, Science (nutrition, reproduction)
Manitoba	Skills for Independent Living
New Brunswick Anglophone	Science and Social Studies

Student and Teacher Populations

Respondents were asked the number and gender of students and teachers in home economics as well as the most highly enrolled home economics courses. Only three provinces reported the numbers of home economics teachers for either 1992-93 and/or 1993-94. In Quebec the figures indicate an increase in numbers of home economics/family studies teachers since 1984.

The second question in this survey segment sought figures on the number of home economics teachers who were male and female. These figures were not available from many provinces. New Brunswick (Anglophone) and Quebec provided information which indicated an increase in the number of male teachers since 1984.

The third question in this segment of the survey asked the number of home economics students according to gender. Of the ten provinces, only four provided some figures (Newfoundland & Labrador, Quebec, Nova Scotia, and New Brunswick) for 1992-93. New Brunswick (Francophone) reports more male than female students enrolled in home economics courses in grades 7 - 9. Other figures indicate roughly equal numbers of males and females take the courses with more girls in senior grades enrolled than boys.

The fourth question in this segment of the survey asked respondents to list the five most popular home economics courses and the numbers of students enrolled. The provinces responding to this question are contained in **Table 5**. The highest enrolled courses are in the junior high levels (Alberta, Saskatchewan, Manitoba, Newfoundland & Labrador), and in Food Studies (Alberta, Saskatchewan, New Brunswick). Family Living courses are highly enrolled (Newfoundland & Labrador, New Brunswick). There was no information from Ontario, Quebec, Nova Scotia, and Prince Edward Island on this question.

TABLE 5. HIGHLY ENROLLED COURSES IN HOME ECONOMICS (1992-93)

	course	number of students
Alberta	Career & life Management (CALM)	32,144 (mandatory)
	Food Studies 10	7 926
	Food Studies 20	2 578
	Clothing & Textiles 10	2 349
	Personal Living Skills 30	1 308
Saskatchewan	Home Economics 10	2 866
	Foods & Preparation 30	1 298
	Family Life 30	1 035
	Housing 30	1 022
Manitoba	Home Economics	5 826
	Family Studies	3 369
	Food & Nutrition	2 464
	Clothing/Housing/Design	898
New Brunswick Anglophone	Family living	3 221
	World of Food	672
	Life Skills(pilot)	496
	Independent Living	486
	Clothing & Textiles	280
	Housing & Design	233
New Brunswick Francophone	Développement humain	2 713
	Relations familiales	419
	Textiles et habillement	352
	Alimentation et nutrition	329
	Education du consommateur	83
Nova Scotia	varies from one board to another	—
Newfoundland & Labrador	Family Living 2200	3 782
	Foods 1100	1 423
	Nutrition 3100	1 071
	Clothing 1101	516
	Food Service 2105	447
	Textiles 3101	225

Issues and Concerns

The final sections of the survey asked two questions: What are the main problems concerning home economics curricula presently and if curricula are currently being revised, what directions are being taken? The concerns respondents expressed had much to do with larger curricula initiatives occurring in provinces, and ways to clarify the substance and importance of family studies/home economics. Specific concerns also included teacher education. The words of respondents are included below.

Priority given to home economics by school board, school, and non-home economics teachers.

Home economics identity -- there is a variety of terms being used to describe courses and content.

Teacher training -- from which university faculty will a teacher get training to teach health, lifeskills, family studies, 'Formation personnelle'?

What kind of teacher training is necessary -- specialist or generalists -- who is better prepared to teach our young people? Similarly: knowledge versus pedagogy -- Which is most important? Which is preferred in schools?

Budget cuts, boards cancelling grade 7/8 programs. In the transition years of grades 7 - 9, family studies is moving toward integration with other subjects, but which subjects should it integrate with?

Where does home economics curricula and programs fit in the Education 2000? Should we be spending our energies in developing curricula or revising areas that have minimum enrollment such as housing, senior high clothing? Should we be thinking about returning to the past curricula concepts where two or three areas are integrated in one curricula if provinces decide to allow one option only? Would this move those teachers who continue to focus on product?

Is it still appropriate to retain the compulsory nature of certain courses, such as "Family Economics" and "Personal and Social Development"?

Treatment of similar concepts in the other areas/subjects. Competition with subjects such as entrepreneurship, global studies, health and sexuality, technology, co-operative education. Current emphasis (& resources) given to maths, and science and technology diminishes that to home economics/family studies. The overcrowding curriculum.

Some of the curricula has become outdated. The most recent middle level curricula were released in the late 70's and the secondary level courses were completed and released in the mid 80's.

The current trend is to reduce the numbers of courses offered in any given subject area and provide as much option for choice to meet local needs as possible. The difficulty of revision is to include the appropriate breadth within the disciplines that make up home economics and also reduce the total number of hours of provincial course offerings in each area. Locally developed course policy will allow for additional electives created at the local school division level. Time limitations, lack of personnel and fiscal restraints will have an effect on how quickly the project can proceed, and how much can be completed.

Up-to-date curriculum that will attract students and prepare them for daily living. The increased requirements of the high school diploma and emphasis on university entrance

means the students do not have time to access many of the complementary (optional) courses. Family Life Education needs revision. Most of the grade 1-10 program has been in existence for five years. The topics, teaching approach and materials need to be evaluated.

Gender equity -- including male students. Shift away from traditional studies of foods and textiles.

Senior high school is doing very well. Our enrollments have doubled in the last 10 years. Especially in family studies. Our current issue is with junior high which is 10 years old and in desperate need of revision.

Summary and Concluding Comments

Several findings from this survey can be summarized. It is clearly a time of change in ministries of education across Canada. Many contacts in the ministries who were asked to complete this survey were very new to their positions and some knew little about home economics courses and programs. This was a clear indication that curriculum consultants in the provinces are no longer subject area specialists but rather facilitators or managers. Revisions in part or the whole of home economics curricula are underway in five provinces and (pending larger policy change) about to begin in at least three others. The loss of many subject area specialists as curriculum consultants in the ministries of education across the country places the onus on teachers, district leaders, and university faculty to construct new mechanisms and alliances for curriculum leadership and development. These new forms of leadership are far from finding their new place, and it remains a challenge to formulate new ways of taking leadership in curriculum development. There are no longer ministry set examinations in any of the provinces, thus much control over curriculum and evaluation practices falls to teachers. There is the immediate need for teachers to take leadership at the school and district levels. Lobbying of government is essential on a continual basis since in most provinces there may be no one with any understanding of home economics/family studies making curricular decisions in the ministry of education. Provincial home economics teacher associations must exert active leadership now and form national linkages for support and joint lobbying efforts. They must build new alliances with parents, patrons, and foundations in order to achieve a new recognition and valuation of home economics/family studies as a school subject.

One challenge raised in the conclusion of the curriculum review ten years ago (Peterat, 1984) was to clarify the conceptualization and process of home economics/family studies. Respondents indicated in the open ended portion of this survey a still present concern for clarifying the substance and importance of home economics/family studies. There is an immediate need for a revised national position paper on home economics/family studies education in Canada. The importance of the subject should also be addressed by research which would investigate student learning and life outcomes of education in home economics/family studies. There is indication of much "quiet support" for home economics/family studies, but this needs to be documented and more clearly articulated.

There appears to be a growing consensus across the provinces that the focus of home economics/family studies is family well-being. This gives an emphasis to educating about interpersonal relationships and lifespan development. An emerging emphasis is on careers and technology, and this is most evident in Alberta's curriculum revision. New Brunswick also mentions new courses such as Fashion Technology and Culinary Technology. Career education and career preparation programs are also of much current emphasis in British Columbia. The kinds of courses most likely to be mandated courses in the provinces are courses which blend the content of health, home economics, and career education. The best example of this kind of course is Career and Life Management in Alberta. A similar course will become a compulsory course in grades 11 and 12 in Nova Scotia in 1996. Saskatchewan is considering a similar course, Life Transitions 20/30,

which will become compulsory for senior students. In British Columbia, the Ministry recently created Personal Planning (grades 4-10), and Career and Personal Planning 11/12 which will be required in 1995.

None of the provinces have developed curricula guidelines for disabled students, gifted, or culturally distinct groups. For all these special needs of students, teachers are expected to recognize and serve the needs but in "integrated" settings of regular classrooms. Career and occupational programs occur in several different ways. Some provinces indicate they have no occupational programs, some have special courses, some have career preparation programs, and others indicate that the need is addressed in the individual educational plans of students. There appears to be little material support for teachers in these areas and therefore is a focus for some regional or national workshops or courses for home economics/family studies teachers.

Other issues evident a decade ago, still remain. Incomplete data are available on numbers of female and male students and teachers in home economics/family studies. From the figures available, there appears to be progress in reaching more balanced numbers but whether this is entirely true can not be concluded. Provincial and/or national priorities ought to be set by the Canadian Home Economics Association or its affiliates to monitor this important area in home economics/family studies. Recruiting of men students into home economics and home economics teacher education ought to be a national priority for the Canadian Home Economics Association.

It was suggested ten years ago that home economics/family studies ought to be a part of upper elementary schooling. New Brunswick Anglophone programs appear to have extended their course offerings into grade seven, and the recent development of educational outcomes in British Columbia for all students from kindergarten to grade twelve is a positive move. These are some trends that ought to be strongly encouraged in all the provinces.

This review of home economics/family studies curricula reveals considerable uncertainty about curriculum in general. Many changes are underway in the provinces and many changes are happening very quickly as politicians manipulate educational policies to gain political and economic favour and advantage. Did the review of ten years ago and the position paper developed by CHEA in 1985 have any impact on home economics/family studies curriculum? Can home economics/family studies choose its future or is it simply a victim of political manipulation and whim? It is impossible to know the answer to these questions. But it is unlikely that home economics/family studies educators can command their own future without constructing immediately some powerful alliances to assist in securing that future.

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RENEWING THE VISION IN HOME ECONOMICS BY USING O.H.E.A. INSTANT ACTION PACKAGE

Home Economics has always been a network of professionals who have studied multi-faceted subjects all related to home and family. Ours is a profession that currently needs positive public recognition for its academic and social commitments to the well being of the family and its members.

In 1993 teachers in Ontario asked their professional organizations to write letters in support of maintaining family studies courses at several school boards. Ontario Family Studies Home Economics Educators Association started to collect materials for teachers to use to gather support for saving our subjects. This organization asked Ontario Home Economics Association to compile an Instant Action Package to be available for any teachers to use to save courses in their school districts. These packages were in demand at the last three conferences. Over 100 packages are in circulation. The package neglected to include an evaluation form but on the second printing we asked teachers to inform us on how they used the materials. Teachers being the busy professionals they are were not prompt on sending us their feedback on the package. Many were called and information was collected. From discussions at meetings and over the phone members told us to keep on revising the package and gave positive critique on how to make the package more useable. It also lead to philosophical debate on how we can make colleagues and the public more aware on what we really do in our classes. We concluded :

- A) It is time to recognize the professional aspects of Home Economics/Family Studies Educators and promote our unique qualifications. We must first look at our own personal and professional philosophies. Now is the time to renew the Home Economics vision with all educators and other professionals and formulate a 1995 policy statement on Family Studies education.
- B) In the transition of name changes related to Home Economics our professional title has had some strong goals submerged or even hidden away. We have no need to hide anything about our past! Home Economics has a sound and strong founding as network of professionals with a unified mission to promote the well being of families.
- C) Family Studies has various subjects to suit the needs of the students in the vast regions of our diverse multi-cultural province. Our curriculum has been continually adapting to our changing family needs.
- D) One way to prepare for our professional development is to review the on going research, join our professional organizations and contribute to the body of knowledge published under Home Economics.

Home Economics/Family Studies Educator must lead our students, our colleagues, our public and make a sincere commitment to develop our philosophy and promote our profession.

Every Member of Home Economics/Family Studies departments should make it their responsibility to promote our field of education as it is the one with the most valid commitment to the future of the family. Our subject is still the most meaningful, practical lifelong learning subject in the school system today. Ontario is again in prime position to accept the challenge to take a positive stand for Home Economics. Our present Family Studies Guide was written to reflect the future goals of education while meeting the present needs of families and individuals. This guide can be easily adapted to modern curriculum changes. Our Family

Studies programs have been on the leading edge in the process of educational changes.

Since the beginning our course content has been process orientated with an integrated, co-operative learning method.

In using the Instant Action Package in Ontario the Ontario Home Economics Association recommends these six approaches in the teaching Family Studies.

- I More Family Studies Educators should become professional Home Economists. We are provincially certified in Ontario. Our professional organizations should grow and they will then support our concerns.
- II Family Studies subject must be taught by qualified Family Studies educators or Home Economists.
- III Teachers entering our field and teaching within our subjects must have continuing education courses on our philosophy of Home Economics/Family Studies Education. OHEA has plans to prepare a professional practice course like Manitoba for our teachers continuing education. This will help new teachers to our field to qualify to teach and become a professional Home Economists. ONLY qualified Home Economists or Family Studies Specialists should teach our courses.
- IV We must form a committee within our professional organizations to prepare a brief on the academic and social importance of our subject within the schools in Canada today. The Instant Action Package could be revised to be a national document.
- V Our subject should be available to all Canadian students in all levels of education.
- VI We can develop more interprovincial, national, global unity by working more effectively through our provincial and national professional organization.

Are we ready to take a stand for Family Studies/Home Economics education which will affect the future of today's students and tomorrow's families.

The Instant Action Package needs the following changes so it can become more useful as a tool for public promotion.

- 1) Prepare a more professional package. Consult C.H.E.A. to see if they want to make this a product to use nationally.
- 2) Condense and update the material.
- 3) Add more directions and example of how the package can be used.
- 4) Present people profiles using Home Economist and Family Studies educators contributions.
- 5) Add a professional poster or flyer that can be reproduced.
- 6) Add a page of removable postcards that can be used to promote our subject.
- 7) Put the Instant Action Package on the INTERNET.
- 8) Add materials that are aimed at parents who wish to support Family Studies in the school systems.
- 9) Set up a public relations network tree so the package can be shared and monitored carefully.
- 10) Establish a mentorship so new teachers can network with experienced Family Studies educators.

If you would like to help with the revision or send materials for the Instant Action Package please call or write: Lois Urquhart-Musselman,

Box 1179, Collingwood, ON L9Y 3Y9

Phone: 705-444-6906

Leading The Leaders: Family Studies Curriculum Co-ordination

Beverley J. Murray
Chairperson
The Ontario Family Studies Co-ordinators' Council

OFSCC and Its Mandate

The Ontario Family Studies Co-ordinators' Council is an association of Family Studies curriculum leaders from boards of education, the Ministry of Education and Training, faculties of education, university and community college faculties responsible for the study of the family. The Purpose is:

1. To assist school board staff with jurisdictional responsibilities for Family Studies in the curriculum process with regards to Family Studies and Family Studies related Ministry of Education and Training guidelines in their respective jurisdictions;
2. To provide a forum where the broad educational issues that impact on existing and future Family Studies curricula, programs and guidelines may be investigated, analyzed and appropriate action initiated;
3. To be knowledgeable about, and to contribute to, the educational program and pedagogy related to the preparation of new members entering the teaching profession.

The current membership stands at 66 and meets 5 times per year with the executive meeting in alternate months.

In the Past

In the early 1970's in Ontario the name Home Economics was changed by the Ministry of Education to Family Studies and a corresponding change in direction of the curriculum occurred. In 1987, The Ministry of Education changed the focus of Family Studies from an applied arts and science curriculum to a social science. In the more recent past Family Studies is involved in major changes that are affecting all subject areas - the restructuring of education from Kindergarten to grade 12/Ontario Academic Credit.

OFSCC has actively represented the special concerns of Family Studies education over the past several years in providing suggestions re: directions in the restructuring of education in Ontario. It has submitted papers re: future direction on the Transition Years and the Specialization Years. (Early Years are Junior Kindergarten and Senior Kindergarten; Formative Years are Grades 1-6; Transition Years are grades 7-9; Specialization Years are grades 9 - 12/OAC) Following the release of draft documents from the Ministry of Education and Training it has responded on the topics of The Early Years, The Formative Years, The Transition Years, The Specialization Years and Technology in Education. More recently it has provided input to Ministry personnel re: outcomes for Family Studies and changes to the Common Curriculum, Grades 1 to 9.

OFSCC actively sought the inclusion of Family Studies in the Ontario Academic Course Teacher In-service Program (OACTIP) of the Ministry of Education and Training and recommended curriculum leaders from across the province who should be on the planning and implementation committee. (OAC programs are for university entrance and are studied at the end of the secondary school program i.e. grade 12 or grade 12+.) The OACTIP program establishes standards for assessment of the OAC programs, provides staff development for teachers and then assesses the degree to which these standards are applied in the assessment of student achievement in the OAC programs. Despite a delay of one

year in the collection of assessment instruments from all teachers of the OAC, Families in Canadian Society, from across the province, the assessment will take place in 1996.

During 1994, the International Year of the Family, OFSCC provided direction and encouragement to boards of education in activities celebrating the year. Its meetings during the year provided an opportunity for a forum of discussion and sharing about the international year. During the year OFSCC designed and approved its logo which illustrates the family within the province of Ontario.

Family Studies Curriculum and Programs in Ontario

The Ontario Schools: Intermediate Senior Divisions Program and Diploma Requirements policy document (OSIS) allows for Family Studies programs in grades 7 - OAC. Formal Family Studies programs exist to a limited degree in some boards in grade 6, in 64% of boards in grades 7 & 8, and in most boards in grades 9 - OAC.

Family Studies curriculum is classified in Ontario as a social science:

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

There are Ministry of Education and Training curriculum guidelines, established under OSIS, for grades 7 - OAC. The guidelines for grade 7, 8 and 9 are being presently being phased out and will become resources, only, to the Common Curriculum. In grade 7 "Families" is an integrated course looking at the family of the past, families in our communities and the family in the future. The grade 8 curriculum, "Family Environments", examines the 5 main areas of Family Studies i.e. Clothing, Economics of the Family, Food, Housing, and Parenting, with some opportunity for options or more in depth study.

In grade 9 and 10 there are 2 full credit courses, each 110 hours in length, one in Food and the other in Clothing. These courses will only be taught in grade 10 once the Common Curriculum is fully implemented. In grades 11 and 12 Family Studies courses are in Housing, Parenting and Economics in the Family. The OAC is "Families in Canadian Society" and requires a senior social science credit at the advanced level as a prerequisite. In addition to the Family Studies guideline more specialized curriculum "Fashion Arts Grades 11 and 12" and "Food and Nutrition Sciences Grades 11 and 12" are offered within Family Studies departments. A cross curricular guideline "Personal Life Management" has modules such as "Parenting", "Resources Management", "Nutrition", and "Human Relations" which are widely taught by Family Studies teachers.

With any of the grade 11 or 12 courses co-operative education programs are offered for an additional 2 credits earned in work placements within the community and monitored by Family Studies teachers.

None of the Family Studies courses are required for diploma graduation although any of the grade 11, 12 or OAC courses do qualify as the required social science credit.

Current Issues

The Common Curriculum

The Common Curriculum Policy and Programs Grade 1 - 9, 1995 was released early in February 1995 and must be fully implemented by all boards of education in Ontario by September 1996. This document replaces the previous curriculum documents such that the grade 7 and 8 Family Studies guidelines are only to be used as resources. The emphasis in the Common Curriculum is on integration and specialized subject content with all students being required to achieve all outcomes by the end of grade 9. Family Studies has been placed in the Personal and Social Studies: Self and Society program area along with Business Studies, Geography, Guidance, History, and Physical and Health Education. Although the majority of outcomes that pertain to Family Studies are in this program area there are also some outcomes in the other 3 program areas (Language; Math, Science and Technology; and The Arts) that have significance to Family Studies. The 10 Essential Learning Outcomes are to be incorporated into all programs.

The Royal Commission On Learning

The Royal Commission on Learning released its report at the end of January, 1995 and the report has received the support of all 3 parties in the legislature. The Government of Ontario has already taken action to implement some of the recommendations in terms of policy and intends to begin implementation of many more in the months to come. There is very strong recognition of the importance of parents and the need for parenting education. Although the Commission stopped short of recommending that Parenting be a required course, it suggested that students should be strongly encouraged to take a parenting course during the Specialization Years.

It is expected that the Specialization Years policy document will be released in the near future to complete the restructuring of education in Ontario. The Royal Commission recommends that there be 3 grades with a required 21 credits, not to exceed 24 credits, for graduation, thus effectively reducing the number of years for university entrance by one. Although it is now possible to achieve university entrance requirements in 12 years most students take 12.5 or 13 or more years. The position of Family Studies in these recommended credit requirements is not clearly articulated by the Royal Commission although it would appear that Family Studies would be an "applied" course and would be offered at one level of difficulty only. Where the current OAC would fit is not mentioned. Further, the commission suggests that one of the 14 required credits be a social science and another be a lifeskills course, the particulars on the what constitutes these courses is not clear. This suggestion would only allow 7 optional course for students to choose which is a concern for Family Studies educators since most of the Family Studies courses will be optional.

The Royal Commission further recommends that each student in the Specialization Years do 20 hours of community service per year.

Budgetary Pressures

Budgetary pressures are threatening the continuation of Family Studies programs in some jurisdictions across Ontario. The elementary school programs are not mandated by the government and have been cut by some boards in recent years with more being considered this year. Reduced expenditures have had an impact on the ability of many boards to

purchase technologically current equipment and computers. Monies available for professional development for teachers have also been reduced.

Most boards are reducing their system level staff and, in many instances curriculum co-ordinator and consultant positions have been reduced or eliminated. Membership in OFSCC has changed, as a result. With fewer members having Family Studies as their sole responsibility, many have responsibility for two or more subject areas and Family Studies may not be an area in which they have expertise. In many cases the representative from a board is a fulltime classroom teacher or department head and does not have access to the resources (especially time) to take on added responsibility at the provincial level. The tasks of the organization are falling onto fewer and fewer shoulders.

Providing Leadership

The Ontario Family Studies Co-ordinators' Council facilitates the work of its members in their jurisdictions in many ways. It is a forum for discussion and action regarding issues that concern most/all family studies programs across the province through its regular meetings and sharing of resources. It is a vehicle for professional development for its members and other Family Studies curriculum leaders through an annual symposium, regular bi-monthly meetings and through representation at national and international conferences. OFSCC has direct contact with Ministry of Education and Training personnel in representing the concerns of its members, providing input to the decision making process, and in accessing current information. OFSCC also acts as a liaison with the Ontario Teachers' Federation, the Ontario Family Studies/Home Economics Educators' Association and other educational and professional associations including the co-ordinators' councils for business studies, geography, guidance, history, and physical and health education.

Current Concerns

The reduction of Family Studies programs and, in one board, elimination of department headships for Family Studies are foreboding harbingers of further possible reductions. Although Family Studies teachers strongly support the integration of related content among various subject areas we must beware of potential loss of identity as a subject discipline if integration should be implemented in an educationally inappropriate manner. Despite the fact that the Home Economics program became Family Studies in name in the early '70's with considerable change in focus in the content and delivery, the public at large remains in the old paradigm in terms of the understanding of the present program.

Future Directions

Although it is risky business predicting the future, there are a number of directions we can feel fairly safe in expecting. The Ministry of Education and Training has indicated that the development of standards for the Personal and Social Studies: Self and Society program area of the Common Curriculum will begin in the spring of 1995. It is anticipated that the Family Studies curriculum leaders will have a role to play in developing these standards. With the change in curriculum for grades 6 to 9 required by the Common Curriculum, and with the Transition Years program for grades 7 to 9, the Family Studies program will need to be brought into alignment integrating/connecting with other subjects as appropriate to create a new model.

In the face of change from all directions it is encouraging to note that there are many areas of the province where boards are building new facilities in new schools for family studies programs.

In the response to the Specialization Years Discussion Paper there were strong recommendations for Parenting to be a mandatory course so that students will understand the parent's role in nurturing the child, the concept of multi-roles in dual career families, the concept of women as lifelong earners, and in finding solutions to violence.

Dr Dan Orford, Research Director, Child Psychiatry at Chedoke-McMaster Hospitals, who is Co-chair of the Ontario Premier's Council on Health, Well-being and Social Justice and author of *Yours, Mine and Ours: Ontario's Children and Youth Phase One*, in identifying the needs of children and their parents makes a very strong case for the need for family studies programs if, as a province, we are going to reduce the poverty rate of children and increase the healthy productivity of our people.

We are ever mindful of the need for public education and advocacy in continuing the important role played by the Family Studies programs. Renewed efforts will be undertaken to further develop public knowledge about and support for Family Studies at the provincial level and within all local jurisdictions. The Royal Commission on Learning has indicated recognition of the need for parenting education and OFSCC will work towards having this course made mandatory for all students in the Province of Ontario for graduation purposes.

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Action Plans: A Personal and Collective Agenda

Dr. Linda Peterat, Faculty of Education, University of British Columbia, Vancouver

This session brings to a close the Third Canadian Symposium on Issues and Directions for Home Economics/Family Studies Education. One of the purposes of the Symposium is to build a national dialogue on home economics/family studies education; to hear about our similarities and differences, and to begin conversations that will hopefully continue over the next two years as we remain in touch with each other on certain issues and use our participant list to maintain networks of dialogue and action. In this last session we attempt to draw action plans out of information overload and exhaustion. If we peruse the action planning report from the last two symposia, we can note that many of the plans formulated have resulted in action.

Let's consider for a moment who we are. We represent schools, universities, ministries of education, national and provincial professional associations, CHEA, CARHE, HEIE -- a range of professional alliances which are arenas in which we can take action.

Our talk during the past day and a half has included the language of technology, careers, health, family, global home economics, leadership, teacher education etc. At times this diverse language has suggested irreconcilable differences and we wonder if we can construct a coherent national position on home economics/family studies education. And we need to decide whether these different languages are a weakness or a strength for a school subject. An analysis of our history could suggest that different orientations for home economics as a school subject have been a strength in that they have enabled the subject to respond in different ways to political/educational pressures and thus maintain a place in schooling. While as a school subject we have been able to fit within one orientation or another, we as educators must remain clear in our own minds and actions about the dominant values contained in home economics and the ways it can best serve the needs of students and families at this point in time.

We can understand the current times as a masculinization (or hermianization) of the curriculum as ministries focus on "rigorous, core" subjects of mathematics, science, language, and social studies, and de-emphasize the importance of personal and social development. This trend is reflected in the language ministries of education are embracing: technology, skills, career and *life* planning; more likely in the desire to win the favour of the IMF, the World Bank, Nafta, multinational corporations, etc. than the favour of students and parents. We could understand the present as a time of blatant politicization of education.

Two weeks ago, we hosted the provincial conference of home economics teachers at UBC. One of our closing keynote speakers was Roslyn Kunin, a Vancouver economist who will also be addressing the Canadian Home Economics Association this summer in Edmonton. She said two things that I would like to repeat. She said that amidst all the concern with careers and jobs for young people, if we want to know who 50% of our current students will be working for in the future, it will be themselves. And secondly she pointed out that because work in the future will be increasingly temporary with terms of self-employment, and employment by others, the human need for continuity and stability in other aspects of life will be increased. This means that homes and families, and the skills needed to construct and build stable homes, families, and relationships, will be more important than ever.

There are many indicators that we are entering a new era which requires us to deeply re-think and re-construct new institutions and new ways of working. We have an immediate crisis in home economics/family studies teacher education. We are not graduating enough people interested in pursuing careers as home economics teachers. We have three teacher education programs across Canada currently who, while they have programs do not have people who are home economics teacher educators in place. We are

challenged to re-think our curriculum and re-write a position paper on home economics/family studies that may establish priorities for the next decade. I think we need to dream and imagine what home economics/family studies could be. Should we direct our energies to struggle for a required core course in all provinces? Should we struggle to become required schooling for fewer hours at all grades of schooling? Have we misplaced ourselves by gravitating over the years into secondary education? Do we need to place efforts on re-establishing home economics in all grades from kindergarten to grade twelve with a re-newed emphasis on grades 5, 6, 7 especially? We found a place in schooling initially largely because of the tireless efforts of Adelaide Hoodless who was the consummate lobbyist. Through support gained from the Macdonald family, Macdonald Colleges in Guelph and Ste. Anne de Bellevue, Quebec were established as well as programs in a number of schools across Canada. We heard from the people in Calgary about the comprehensive school health initiatives they have because of alliances with a foundation, the University of Calgary, and Calgary Public Schools. We need to seek out new opportunities with foundations, philanthropies, business, and post-secondary institutes. We need to construct new alliances with other subject areas. We need to utilize new technologies. We have heard earlier from some people who thought that we should abolish schools, that schools as we have known them are passé. What kind of new schools can we envision? Might we have home economics/family studies programs in before and after "school" hours in places that are learning centres or community centres. What place and space can we capture to best accomplish the goals we envision.

As I sat and listened two weeks ago to the closing session at our teachers' conference, I listened to four teachers talking about where they thought home economics ought to be going as a school subject. I wondered why we don't often enough believe in ourselves. We are a bright, powerful, and courageous lot. Why do we too often doubt and diminish each other and ourselves? We are potentially a powerful lot. We need to speak out to find our voices, confidence, and language to create the future we desire.

With these thoughts as starters, we will take approximately twenty minutes to shift our thoughts to action planning and consider the following questions: 1) What will I do? 2) What do I want the following to do and with whom -- CHEA, provincial home economics associations, provincial home economics/family studies teachers' associations, Home Economists in Education, CARHE, university based home economics educators and teacher educators, ministry representatives, other?

Readers of these Proceedings are invited to detail and take up their own action plans for the next two years.

Summary of Action Plans

What Will I Do?

Report to province via newsletter and personal contact on ideas from Symposium. Perhaps suggest mini-symposium in Quebec since most of our members work in education. Make sure all our members have a copy of the CHEA position paper and perhaps arrange a special meeting to discuss and make suggestions for changes or updating. Make even more connections with groups with the same objectives.

I'm very well positioned to help move the profession as a whole forward. In recent years, [the provincial home economics association] focus was on regulating ourselves, but we're now ready for a change of direction. My main goal is to have us become more active in promoting recognition for what home economists currently contribute, and support the expansion of what we do. I think that is the most effective route to promoting ourselves -- that we're recognized for doing things, not talking about what we could do, if only.... Home economics teachers need to feel support -- we could do a better job. In my job at the university, I think I could do more with the students in thinking about social justice issues,

increase my self-reflection -- thinking about my own assumptions, the questions I'm not asking.

Continue to work with the provincial home economics teachers' association and work more actively with the professional association.

Continue what I do especially with global education.

Continue to work on provincial executive to keep informed etc. Continue to lobby for quality home economics programs within my own school.

Write letters to promote our successes built on our strengths. Work on provincial teachers' association. Meet with other teachers not present and share what has gone on here today.

Revamp "comprehensive" home economics program at undergraduate level. Incorporate global awareness into professional perspectives courses. Increase promotion of home economics among dietitians/ nutritionists.

Join my provincial/national organization again. Promote membership awareness in subject council. Outreach through workshops and speaking. I'd like eventually to be involved at an international level. Report at school level and ask for an audience. Develop a life skills course at my school. Get involved with student teachers as an associate and possibly get involved with research. Get informed.

I will go back to my chapter and discuss the six questions on the green sheet "Canadian Symposium III Survey" to give our support to the revision of position paper.

As a member of the Ontario Family Studies Co-ordinator's Council, I am working to establish an "Action Committee" to develop strategies and actions (walk our talk) to improve profile of family studies education. As a family studies educator, I am 'modelling' behaviours and skills that I think are essential for students and in a nurturing environment for learning. I am providing students with a strong sense of self-esteem, establishing partnerships with parents, establishing interdepartmental integration opportunities. I/we should continue to build partnerships with influential people, clean up my professional image, focus and vision to establish a clear nation-wide mission.

Work with my provincial association to lobby politically.

Try to re-group (consolidate) to form one association to speak with one similar voice, collect money to lobby ministry.

Join more actively in provincial associations and share more.

I will make a presentation to our director, superintendents, and administrators in our system. This is planned at an institute in May of this year. Many times our hands are tied with course offerings and who teaches what. These people can make a difference as to whether or not we can exist in our system under budget cuts. I would like teachers in our system to take on a more active role to become visible within their own schools. Assist in making changes in our curricula to meet needs in year 2000.

I will go back to my board and co-family studies teachers and brainstorm what we see as our vision for family studies in our board. To step back and think about what I want to do in the next two years -- global education, work.

I will give report to provincial teachers' association. Give report and encourage division teachers to take a positive active role in program evaluating and planning for Vision 2000.

Develop home economics skills and knowledge to be incorporated into revised and new curriculum.

Try to get the former family studies teachers who went on to guidance, administration, and cooperative education roles to still be actively involved in our professional organizations.

I will be part of an action team in Ontario Education to promote family studies/home economics education. I will try to join all of our groups together in purpose.

Continue to be a strong advocate for family studies/home economics education. Try to promote family studies in leadership capacities in the board.

Ask Mary Lynn Simpson -- GCVI teacher if she would be on TV with me in Guelph, Channel 8, March 26.

Work with women in OFSHEEA and OHEA to develop an action plan for Ontario family studies education to raise the profile of family studies throughout the province. Gain support from like-minded groups in related professions/disciplines to lobby for family studies programs. Work towards making parenting a mandatory course for secondary school graduation. Develop standards and curriculum for family studies curriculum grades 7 - 9.

Write letters to educators, politicians, trustees, social support agencies, parents to increase awareness of family studies and what it does. Ask for parenting and personal life management courses to be compulsory so students will be able to live lives of better quality and improve lives for the children of the next generation -- this is so important --that they are well cared for physically, emotionally, socially, intellectually, morally. Better to build a child than repair a child (Jill van Dyck).

I will also approach Bonnie Baker Cowan of Canadian Living who at an I.Y.F. speech in Guelph (Nov. 22/94) said "It's regrettable that home economics/family studies is being dropped from schools at a time when children need it more than ever." When questioned about what she could do to change this and/or make family studies compulsory, she stated that "our magazine can be used as a forum for this." So, let's do it.

Speak to local groups to tell them what we do in family studies education.

Practice more positive P.R. re: program and continuation of programs.

Complete my master's thesis and possibly, hopefully, have a paper to present at the next Symposium. Read Ontario's Royal Commission report to find the "bright lights" for our future. Join more professional associations. Help get the optimism from today's Symposium out to other teachers (family studies and non-family studies) and administration.

Get on internet! I'm going to share what I learned here with our regional OFSHEEA workshop April 6 (and hope to convince them that "home economics" is not a dirty word). I'd love to present a paper on my thesis at the next symposium.

Begin to lobby with organizations that are stake holders (in home economics/family studies programs in schools) to support teacher education programs for family studies/home

economics. Form coalition with others. Find/establish our place within the new two-year teacher education programs in Ontario.

Continue to promote home economics in a variety of ways. Assist in writing position paper. Write more for provincial newsletter.

Read the recommendations from various papers to garner ideas for what CHEA can/should do and think about how it could be strategically done or what the first steps should be. Contact Bev Murray and Alana Murray to investigate possible linkages to CHEA and global education. Think about how home economists can collaborate on specific concrete projects with social workers and others in social service work -- and try to get something small started that could lead to a more strategic program. Agitate CHEA and HEIE to take a more active role in facilitating the involvement and servicing of teachers.

To create a community-based learning centre (outside mainstream educational field). I believe in our mission and I want to promote it.

Consult and plan more closely with other institutional colleagues.

To carry on my program with all of the encouragement that I have received at this Symposium. To research student parents and follow-up on what they go on to, see what happens with their children. I want to talk to my MPP about educating three year olds in the high schools and educating the adolescents at the same time -- to create more opportunities for home economists and to make sure that all students are exposed to young children as part of their education.

Forward the following summaries to the organizations concerned.

What Do I Want The Following To Do And With Whom?

Canadian Home Economics Association

Use the newsletter insert to profile/showcase actions and initiatives of provincial home economics associations and teachers of home economics associations. Action recommendations that are feasible re: gender equity. Undertake programming or a program on some facet of the profession.

I want CHEA to represent us on a federal level with the revised position paper.

Could there be one course eg. Parenting that we teach the same all across Canada? Why not?

Have joint annual meeting with Canadian Dietetic's Association.

Create marketing posters etc as part of a nation-wide campaign.

More continued dialogue and united effort!

I want articles in the national newspapers and magazines shouting about what we do -- understanding what we do -- celebrating what we do, eg. Canadian Living, Chatelaine, Mclean's, etc.

I want CHEA to vitalize and support the Education Committee; and the Committee to be asked to develop strategies for obtaining grass-roots input regarding what needs to be done for individuals and families through the schools in Canada.

Advertise the Symposium Proceedings to government and internationally publish some of the papers.

Become a more powerful lobbyist for home economics in the schools.

Continue to develop resources, and be spokesperson to provincial ministries of education.

Publish an "Alumni" type newsletter which notes changes in members positions, awards, published material, speaking engagements. Recognize achievements of our members.

A collective voice -- but people must let go of the past in order to build a future and many are unable and/or unwilling to do this.

In cooperation with provincial home economics and provincial teacher associations, establish credit system for workshops.

Change name to reflect a more forward thinking group.

Continue to work to increase membership. Get Ontario fully federated and continue to lobby for home economics/family studies education.

Continue efforts in global education area as this has provided incredible positive recognition of what home economics/family studies is doing.

Provincial Home Economics Associations

Lobby about the positive aspects of the programs available. Lobby members of Parliament and Ministry of Education and Training.

Make a stronger alliance with the provincial teacher association.

Work with teacher organizations and CHEA to establish credit system for professional development for teachers. Take credit system for teachers to the Ministry in own province.

Allow more people to join -- not necessarily with degree in home economics. We need supporters. Get more diverse membership. Change name -- home economics has negative perceptions which must be squelched. Public needs to be re-educated.

I want our associations to value and promote the excellence that we have in our membership.

Form Education Committees who link with the CHEA Committee and also develop promotional packages and training workshops on how to use the packages.

Take a strong leadership role in writing provincial curriculum guidelines.

Assist in lobbying for family studies programs in elementary and secondary schools.

Continue to work to promote the profession and to support home economics teachers and speak out for the need for school programs.

Support family studies teachers -- I do not believe they are taking an active role.

Provincial Home Economics Teachers' Associations

Link with other provincial associations to let each know what is happening.

Encourage leaders to give speeches to other organizations like Adelaide Hoodless did.

Send instant action packages to each professional association. Form a public relations network.

Work more closely with home economics teacher educators, for example, have home economics teacher educator as liaison member of executive, so that resources can be brought together for mutual benefit.

Get out into the community. Access media (all forms).

Help teachers out of their "climate of fear" -- they seem so afraid to speak out on their own behalf and on behalf of the subject area itself/ or the real needs of the students. Work to get home economics into the elementary schools.

Review and revise Ontario Action Package to be used in our province to help meet our needs in Saskatchewan. Continue to be involved in lobbying, etc. Saskatchewan Education to incorporate home economics education into their school curriculum as updated and rewritten. Be active and more visible in the public both locally and provincially promoting the positive aspects of home economics in the changing society due to budget cuts, family lifestyles etc.

Join provincial home economics associations in lobbying efforts -- speak with one voice.

Where there are foundations and other sources of support, morally or financially, we need to have these identified. I am only marginally aware of sources of outside funding.

Home Economists in Education

Promote their existence -- very few teachers know that this association exists. Perhaps CHEA can assist with this.

I extend my vote for a networking meeting at CHEA.

Lobby for education section in CHEA Journal.

National workshop to "just do it." I know we have lots of skills -- but we are not expert in everything. I need the ideas and knowledge from an expert.

CHEA/HEIE to change their focus from only supplying content information and research to also addressing the issue of helping teachers and teacher educators to network, etc. There is a strong need for the networking happening at this Conference.

What do you do? Need to communicate with coordinators.

At CHEA Conference have a session to plan a national compulsory parenting course.

Parenting and "life skills" courses as required courses in every school in the country.

Create one common course nationally. Get political. Create a slogan.

Who are they? What do they do? Communicate your purpose/mandate.

Lobby government for needs of family studies teachers.

Continue to struggle. We need this body. Publish position paper.

Canadian Association for Research in Home Economics

Perhaps have an education section and make paper summaries available to provincial newsletters.

Draw attention to the education dilemma and need for support; ask for research presentations and reports of action from universities.

Advertise/promote.

Investigate scientifically results of family studies/home economics education in elementary schools.

Greater contact/interaction with Women's Studies.

University Home Economics Educators

Actively recruit potential teachers. Support home economics education in the schools.

If there were a person with the time and interests to be an active chair for the group, it might be useful to see if an e-mail network of Canadian faculty members in universities could be started to facilitate easy communication with one another.

Track university graduates and publish their career fields (CHEA).

Keep programs going.

Prepare students for 21 century.

University home economics educators and teacher educators ought to get together.

Work with boards of education and provincial/national associations in developing their curricula.

University Home Economics Teacher Educators

Recruit new teachers.

Much more systematic and regularly available data on teacher employment/vacancies/prospects and related facts about careers in teaching, to be made available to departments and program counsellors in university undergraduate programs.

Address the change in clientele of home economics programs. Teachers of home economics should be required to take a special education course. The comment that there are not a lot of resources for special needs students is certainly true. Can master's students be encouraged to produce such resources?

Ministry Representatives

Support home economics programs.

Find one.

Needs to have ideas.

Recognize and support family studies initiatives.

Get support here first, without it nothing can be done.

Other

To see more men providing role models associated with interests in families, parenting.

Make more links (coalitions) with parents and other NGO groups that could use our expertise.

More of the exciting sharing Canada-wide that was evident here! Promote parenting courses at a coffee klatch. Take your message to parents, don't expect them to come to us!

We need to increase our profile as a subject, our profession by ourselves and in collaboration with other social/caring professionals.

We now have a cabinet minister -- Policy and the Family -- secretariat -- so this is an ideal link for action for NBHEA, Faculties of Education, etc. NBHEA does have a representative on the advisory committee and we plan to be actively involved in other capacities as well. We submitted a brief and are eagerly looking forward to seeing the final report so we will have a better idea of potential partners that we may not now be aware of.

Seek parent support.

I want to have all home economists look at these times of change as times of opportunity to create new programs that are needed as students face the future with less certainty and confidence.

We need to recognize Parent Councils as an important group and work with them in trying to promote family studies/home economics issues.

I want each and every family studies/home economics teacher to do something proactive to get our message out. I want our students to speak to others about what we do.

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