Proceedings of the Canadian Symposium XV

Issues and Directions for Home Economics/Family Studies/ Human Ecology Education

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About the Canadian Symposium: Issues and Directions in Home Economics / Family Studies / Human Ecology
(summarized from Colleen Grover, HEIE News, June 1997, p.2)

The impetus for the Canadian Symposium began in the spring of 1990 when Dr. Linda Peterat invited me to come to the University of British Columbia and share what was happening in home economics education in Alberta with home economics educators in Vancouver. Feedback from those in attendance was very positive and they recommended that we meet on a yearly basis and invite other home economics educators to join us. Both Linda and I liked the suggestion and began to formulate plans for the next meeting. We decided on the symposium format because we believed that if we were to meet again that we needed some guiding questions for the talks and that we should provide an opportunity for others by making available proceedings after the Symposium.

We decided that we should invite to our next meeting home economics educators from the universities, the ministries of education, school system supervisors, and presidents of home economics councils of teachers associations. While discussing our plans, we decided that in addition to British Columbia and Alberta, perhaps Manitoba and Saskatchewan would like to join us, and then, we got the idea that if we held the Symposium in Manitoba we could invite all the people we had targeted from every province. Linda then contacted Joyce McMartin in Winnipeg to see what she thought of our plan and to see if she would be willing to assist by looking after the arrangements for the meeting rooms, hotel, and food. Joyce agreed and the first Canadian Symposium: Issues and Directions for Home Economics/Family Studies Education was held in March, 1991 in Winnipeg with approximately 40 home economists in attendance. Several beliefs guided this symposium from the beginning: 1) that all in positions of leadership, including teachers, should be invited to attend; 2) that most attending will also present so the symposium will consist of talking and listening to each other, not outside experts; 3) that the cost of attending and registration be kept minimal by seeking sponsors for the Symposium and using medium priced accommodation; 4) while the numbers of those in attendance may be low, proceedings should be published soon after the Symposium and made available to all for discussion; 5) that action planning to address issues be part of the Symposium so there is some follow through from the discussions.

Symposium I, March, 1991, Winnipeg
Symposium II, March, 1993, Calgary
Symposium III, March 1995, Toronto
Symposium IV, March, 1997, Edmonton
Symposium V, March, 1999, Ottawa
Symposium VI, February, 2001, Winnipeg
Symposium VII, March, 2003, Vancouver
Symposium VIII, March, 2005, Halifax
Symposium IX, March 2007, Toronto
Symposium X, March, 2009, Saskatoon
Symposium XI, March 2011, Winnipeg
Symposium XII, February 2013, Vancouver
Symposium XIII, February 2015, Winnipeg
Symposium XIV, February 2017, London

Symposium XV, February 2019, Vancouver

Following each Symposium, each registrant has received a copy of the Proceedings. The symposia continue to be organized as long as people feel the need to meet and believe that good things happen as a result of the meetings.

Summing Up Canadian Symposium XV

Dr. Kerry Renwick

In 2019 the Symposium on Home Economics/Family Studies/Human Ecology education was held in Vancouver BC. Hosted by the University of British Columbia, this was the third time it has been held in BC. The location and timing provided an opportunity to revisit the intentions of Dr. Linda Peterat and Colleen Grover as they initially envisioned it back in the spring of 1990. The organizing committee was successful in its bid to host the Canadian Home Economics Foundation (CHEF) Gwen E. Leslie lecture provided by Dr. Nancy Turner, Emeritus Professor, University of Victoria. Dr. Turner's presentation was entitled *Our Food is our medicine: Traditional plant food, traditional ecological knowledge and health in a changing environment*. She provided information about her work with First National elders and cultural specialists in Northwestern North America and facilitated a lively engagement about her research interests of Indigenous foods, materials and traditional medicine.

CHEF and THESA sponsored twelve graduate students to attend and present. This signals the ongoing emergence of a strong group of young Home Economics professionals who are prepared to make a contribution to the field.

The interdisciplinary nature of the field was evident as papers ranged from current directions in the field - food and eco-literacy literacy, Aboriginal perspectives and understandings; curriculum and pedagogy – updates on provincial or national education; and technology – textiles and sustainable futures.

Although intended for a Canadian audience the Symposium has continued to draw in colleagues from US, Finland, Malta, Egypt, Saudi Arabia, Nigeria, South Africa and Japan.

Dr. Peterat and Ms. Glover were able to present both at the opening and closing sections of the Symposium. They provided insights about what they saw as changes and developments as well as the strengthening of the core intent of the Symposium over nearly thirty years work. As the Symposium moves closer to this anniversary, a team of Home Economics professionals in Saskatchewan is hosting the next Symposium in 2021. In doing so, they are supporting the continuing conversations about what is happening in Home Economics Education as it stands firmly in the 21st century.

Dr. Kerry Renwick

Dr. Marlene Atleo of the University of Manitoba tweeted "…home ec teachers … have to start writing about what they do." These proceedings are an example of the kind of writing she is talking about. We hope they will inspire you to write and present the work you do. Please note that the final papers prepared by the presenters for publication in the proceedings are in alphabetical order by author.

Fashion Literacy and the Home Economics and Fashion Classroom

Heather Clark

Abstract

In this paper I elaborate on the notion of fashion literacy (using the term “fashion" as a broad term that encompasses textiles, clothing and apparel design and construction) and what it means for home economics literacy and curriculum and pedagogy. In particular, I highlight the knowledge and technical skills, the human, cultural, social and relational aspects, and the problem-solving and critical thinking associated with fashion literacy and what this means for implementing design thinking. I argue that a broad understanding of fashion literacy recognizes that students should learn more about themselves, and the wider world around them including how to respond to new forms of technology and social movements. The paper concludes with a discussion of the implications of a broad view of fashion literacy for teaching textiles and clothing related to classes in home economics classrooms and fashion design programs at the post secondary level.

Introduction

What does it mean to be literate in fashion? Fashion literacy can incorporate and build on a large variety of skills and abilities into a student’s education while furthering big picture knowledge, understanding, and aptitudes. Through fashion literacy students can learn more about themselves, the world in which they live, and how everyday decisions, including what clothing they choose to wear or make, has an impact on society and the planet.

Within home economics, textiles, clothing, and fashion design courses, creating a fashion literate student can be achieved through multiple means. Fashion literacy notions can shift to reflect changes and innovations in communities and society, both of which can impact education as a whole. Current trends, social movements, and previous knowledge can affect what prior understanding students bring with them to the classroom, this can then build on a student’s general understanding of fashion literacy and the ways in which content could be taught in classrooms, and knowledge applied to life beyond the classroom.

Fashion Literacy: Definitions

The word fashion, as used in this paper, encompasses all aspects of apparel and accessories throughout the design and creation process. Fashion is a challenge to define, as it is far-reaching and fluid with many potential definitions depending on how it is being viewed. A personal perception, definition, or understanding of fashion can vary as is may be influenced based on previous interactions. Through a study conducted in Taiwan of fashion students and experts exploring fashion literacy, it was found that “experts agreed that *fashion* referred not only to clothing or accessories but to product design and industrial design as well” and that fashion referred to garments as well as “ways of living, attitude towards life, behavior,” (Chiu, Tu, Chu & Chuang, 2014, p.211) and more. Fashion itself is often tied to the notion of style and could be defined as “the prevailing style (as in dress) during a particular time” (Merriam-Webster, n.d.), or as the action of designing and creating an item.

The word fashion here is being used to incorporate aspects such as apparel, textiles, sewing, patternmaking, fashion design, and design education. Fashion can play a large role in how

someone might feel while wearing a particular item and can be used as a form of self-expression, either by the designer or the wearer.

Fashion literacy moves beyond the item, such as a garment, that is often labeled as fashion. Fashion literacy includes technical skills such as sewing, or pattern drafting, as well as human, cultural, social, and relational aspects, including problem solving and critical thinking concepts. Education as a whole, contributes to a wide range of knowledge and understanding, fashion literacy contributes to this body of knowledge. Through fashion literacy students learn life skills that can be used and applied on a daily basis. Life skills that fashion literacy might touch on, that could provide a further base of understanding include defining personal ethics and values, treatment of the environment, and general sustainability concepts. Fashion literacy can provide knowledge to further understand social movements, provide one with further skills to encourage positive social movements for the benefit of society, as well as to explore business concepts, science theories, and writing and research development.

Skills Gained through Fashion Literacy & Learning

Fashion, textiles, and clothing classrooms are ideal places for students to further learn about and apply creativity, as fashion itself is often linked to the concept of creativity. Creativity can be used by students to build on and learn problem solving and critical thinking skills in practical ways. "The classroom setting can foster creative student outcomes and it includes both teaching creatively and teaching for creativity" (MacDonald & Bigelow, 2010, p. 48). Throughout the fashion, textiles, and clothing classroom, students are constantly applying creativity through the decisions that they make in their learning. Within the fashion classroom there is rarely one specific 'right' way to complete a task. This freedom to use creativity enables students to seek out their own correct answer through experimentation and exploration of multiple ways that could be used to achieve a common end result. "The focus on teaching for creativity is to develop a person's creative thinking" (MacDonald & Bigelow, 2010, p. 48) skills and abilities. Creativity skills that are gained and learned can be applied in many other forms throughout a student's formal education, and throughout their daily life. Encouraging students to be creative can be a challenge as it tasks them to use knowledge and explore ideas in ways that might not initially workout as expected. "[C]reativity can be painfully risky and difficult and at the same time enhance happiness and well-being" (Bill, 2012, p. 58). By incorporating creativity into the classroom students can be allowed a certain freedom within their learning, which in turn can build upon individuals self-confidence.

As students work through classroom content, learning and building on fashion literacy skills through teamwork and group collaboration, they gain confidence in their skills and abilities. Learning in a space where there are multiple 'right' answers can take pressure off of learners to know the one 'right' answer and can allow for an increase in self-confidence. "A creativity-friendly classroom provides a safe space for risk taking and organizational structures that support intrinsic motivation" (Starko, 2013, p. 139). Further, learning in a collaborative and safe space can allow for "self-and peer-critiques [which help] build confidence and encourage further exploration" (MacDonald & Bigelow, 2010, p. 52).

Skills that fashion literacy can specifically touch on can incorporate both large and small educational concepts. Through inquiry students can further learn about sustainability in the

context of apparel and fashion and learn more about what someone might do on a regular basis to have a positive and beneficial impact on the fashion industry and the world. "Today's students and future professionals have the power to change social, cultural, environmental, economics and political practices worldwide" (Pasricha & Kadolph, 2009, p. 119). Skills that students learn through fashion literacy have the potential to impact learners on multiple levels with lasting impacts. Inquiry and research can lead to learners seeking answers for questions such as: what does it mean to create sustainable apparel? How is apparel sustainable? Does using organic fabric make a garment sustainable? By exploring these questions, students then gain skills that they can apply to other areas that they may have questions or concerns about.

Students learn through multiple ways, and through multiple means. Through fashion literacy various skills can be taught that touch on, and build on, previous knowledge through the development of both soft and hard skills that can be applied throughout a student's everyday life. Fashion literacy can touch on the sociology and psychology of dress, why people wear what they choose to, and how clothing can have an impact on a person's confidence levels. "Dress for the job you want" is a saying often found in career advice. Clothing can be used to alter others' perceptions, portraying feelings responsibilities, and competence. The Cinderella Project, a BC based charity, aims to provide students faced with adversity with formal wear for graduation. "[I]t is truly remarkable how unconditional encouragement and positive mentorship can have a significant, long-term positive impact on a participant's self-esteem and outlook on life" (The Cinderella Project, n.d.).

Skills that are taught, learned and gained through fashion literacy are wide ranging and can provide a framework for other areas of learning. Fashion literacy includes more than just learning how to sew, it can provide a platform from which students can apply, in a practical and hands on way, theoretical learning that they have acquired.

> Hands-on learning experiences are emphasized as students apply the skills or techniques to make sewing samples or textile projects. Activities also may support the achievement of academic standards (e.g., measuring to learn math skills or following pattern directions to learn reading skills) or personal outcomes (e.g., increasing one's self esteem or creativity). (Bette, 2006, p. 47)

Traditional academic skills such as math can be explored through pattern drafting and alterations, calculating fabric usage, or determining sizing. Science concepts, such as chemistry can be built on through textile surface design techniques such as working with natural dying techniques and determining correct chemicals and correct amounts needed to set dyes in fabric, all of which will alter depending on fibre content. Environmental and sustainability initiatives can be examined through textiles waste, garment repurposing, and recycling initiatives such as those through Fab Cycle, a Vancouver based company. Textile waste collected can be reused through other means such as by fiber artists, as cleaning rags, and even pulped for housing insulation. Technical skills can be gained through projects and assignments as students work with laser cutting garment components for sewing, and even 3D printing accessories. "The profession [of home economics] must draw upon knowledge from such disciplines as chemistry, sociology, art, biology, philosophy, anthropology, physics, and economics" (Jax, 1989, p. 61), and does so throughout the fashion, clothing, and textiles classroom.

Problem-solving and critical thinking is associated with fashion literacy throughout the many projects and assignments that students might participate in. Throughout the construction of a garment students will consider the best fabric suited to their selected project, determine appropriate methods for construction and finishing details, and make educated decisions when they happen upon an unexpected problem. When considering those that wear clothing, and how a person might interact with clothing, students are making inclusions for human factors design, something that is also explored when planning and designing such items like chairs, or even the design and use of a space or specific technology. Throughout many of the concepts incorporated in fashion literacy the notion of design thinking can be implemented to build on student learning as students explore multiple uses for their gained knowledge. A broad understanding of fashion literacy recognizes that students should learn more about themselves, and the wider world around them, including how to respond to new forms of technology and social movements.

Fashion Literacy and the Classroom

Fashion literacy can be taught in many different ways that can touch on different learning styles while incorporating both theoretical knowledge and hands on skills in practical ways. The big ideas and curricular competencies that are included in the grade ten textiles BC curriculum includes a variety of concepts that could be taught in a number of different ways. The flexibility of both curriculum and fashion literacy enable an educator to tailor content specifically to their students, school, community, and resources available.

Clothing can teach us different things about ourselves, each other, our communities, and other cultures. Historical dress can be explored as a way to understand past events, and how events may have affected society. Clothing can be used as a form of self-expression, as well as for function. Through clothing creation, students can even learn further about implementing problem solving, creativity, perseverance, and critical thinking skills while building upon numerous other transferable skills that can be used throughout daily life. Understanding fabric content, manufacturing, and apparel construction can add to a better overall understanding of a garment price at the retail level. Fashion forecasting and design analysis can develop research skills while also teaching sociology. Fashion history can be used as an exploration of social norms on fashion, why people chose the clothing that they do and how apparel can be used as status symbols. Through activities exploring both past and present influences on fashion such as society changes, movements, and innovations and how fashion has changed as a result, they might be able to speculate on how clothing might look in the future.

The field of fashion is a large and varied one with many diverse jobs. Skills gained within a fashion or textiles and clothing classroom can be applied toward vocational training, both within and outside of the apparel industry. Multiple departments in an apparel company work collaboratively toward a shared common goal with fashion literacy being their shared language of understanding. Knowledge of patterns and pattern making can lead to enhanced knowledge on fit and garment construction. Understanding garment functionality can aid in appropriate fabrication selections. Knowing how fibers are grown, harvested, and then manufactured into fabrics that are then constructed into garments can be applied to company marketing materials. Students researching and interviewing current industry professionals, inquiring about the rolls that they hold, job tasks that are preformed, could add to further understanding of how skills and knowledge could be used in current or future job.

The value of understating fashion literacy on a broad level allows for further understanding of the wider world, including responding to new forms of technology and social movements. We all wear clothing to function in our daily lives, but how much do we understand the thought and processes that go into making clothing. Through understanding the processes that are involved further, we can examine how to effect positive change through social movements. Fashion Revolution, a company based in the United Kingdom has an annual #whomademyclothes campaign that explores those involved in the manufacturing process, putting faces to workers who are involved in getting a piece of apparel from concept to creation. Exploration of the clothing manufacturing process can provide students with further understanding of the many people involved throughout the process, and how events such as the Rana Plaza collapse in Bangladesh that happened in 2013, may affect clothing manufacturing internationally. Fashion and clothing can have lasting impacts on the world around us, as well as impacting individuals on a personal level.

Self-confidence and body image are a concern in the fashion industry and society. Companies may not initially be inclusive in sizing or marketing choices, but due to questions and criticism may make alterations. Clothing can say much about who a person is and can have a large impact on how we lead our daily lives. Personal essays and shared perspectives can provide supplemental views on clothing, fashion, and apparel. Women in Clothes, by Sheila Heti, Heidi Julavits, and Leanne Shapton is a compilation of essays, conversations, documentation of collections, and more, to explore thoughts, ideas, and insights on fashion. One essay, The Pink Purse by Emily Gould, was written based on a personal recollection of how fashion can be used as a status symbol, and a way to provide added confidence to the owner.

> These garments seemed to represent a reaction against the blingy, logo obsessed late nineties-early aughts. They were a credible imitation of clothes you'd find in a thrift store, but perfected and updated with better quality and cooler details: cashmere instead of polyester, and clever prints that invited a second glance or started a conversation. (Gould, 2014, p. 223)

Garments can also be explored from a user-centered approach. As opposed to designing a garment that is aesthetically pleasing, the first and foremost task of the designer is to ensure that it is functional. Having a piece of clothing that is functional, fits well, and serves its purpose can have a large impact on how someone might feel, look, and act when wearing a garment.

Conclusion

Fashion is often viewed within the context of clothing. Clothing can be interacted with through zippers, buttons, and pockets. Clothing can also aid us in our daily lives through functionality. Through fashion literacy, students can further understand the purpose, and functions of garments, which will ultimately lead them to having a further holistic view of the apparel industry and its wider role in society. Fashion literacy can provide students with a platform to gain skills and knowledge, to build on previous understanding and further learn about how they interact and can impact the world around them. Many of the skills learned within this literacy are transferable and can enable students to seek alternative ways in which to apply previously learnt skills.

Fashion is fluid and ever changing. Trends, societal shifts and movements, communities, and even politics can all have an impact of fashion, both how it is perceived and how it might be

taught. Educator interests and values might lead a fashion course or program in a direction, but ultimately it will be up to students to allow for learning to occur and to decide how they might apply what knowledge they have gained.

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Using Cookbooks to Document the Challenges and Solutions of Daily Home Life: The Case of *Windermere Cookery*

Mary Leah de Zwart

When I tell people I write about cookbooks, they sometimes wrinkle their noses and try not to show disdain. Ferguson (2012) suggests that cookbooks should be given more respect as a form of minor literature: they are written in stripped-down functional English that can be easily recognized (like poetry): they are political in nature; and the language of the recipes reflects the values of the writer, community and context. My goal in this paper is to explore how rural community cookbooks reflect changes in food consumption. The cookbook I have based my study on is *Windermere Cookery* (c. 1954-56), a community cookbook by the Windermere Ladies Hospital Aid, in the community of Windermere, BC.

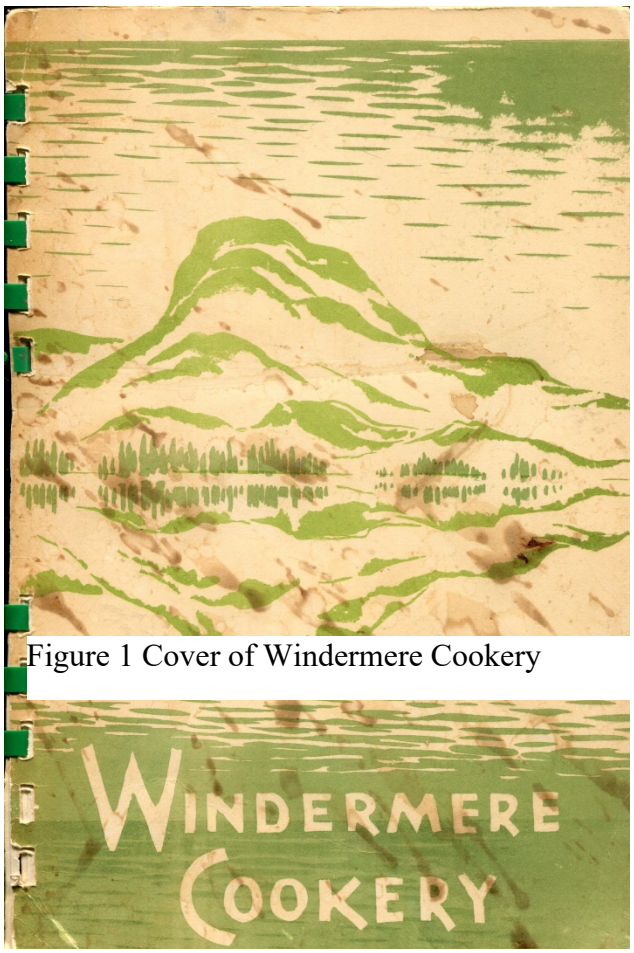


Figure 1 Cover of Windermere Cookery

For my analysis, I draw from Ransom and Wright's 2013 study of rural community cookbooks in the Upper Peninsula region of Michigan, a Midwest / Great Lakes American state. The authors studied twelve cookbooks published between 1893 and 1956 to determine how they "embraced the changing food landscape" (p. 669).

After defining community cookbooks, I look at the context for my chosen cookbook, and then use criteria from the Ransom and Wright study to point out ways in which *Windermere Cookery* represents defining features of its community. I conclude with suggestions about the implications of future and further cookbook research.

What is a Community Cookbook

Cookbooks may be divided into three general types: commercial cookbooks, individually authored cookbooks and community cookbooks (Ransom & Wright, 2013). Community cookbooks are composed of collections of recipes by organizations such as church groups or women's clubs, often used for fundraising purposes (Ransom & Wright, 2013). Community cookbooks represent "grassroots culinary knowledge and provide unique insights into community and households" (Ransom & Wright, 2013, p. 671). Ferguson (2012) writes that recipes in community cookbooks both "intensify a sense of belonging and a sense of community"(p. 698). For example, a mark of acceptance in the rural Alberta community I grew up in was to be asked for the recipe for something, and often these favored recipes made their way into a community cookbook.

Community cookbooks have a number of standard features. They are often self-published or do not have an identified publisher. They are short on descriptors and stories; their purpose is utilitarian and pragmatic. They usually include a dedication to their purpose and they often do not have an index or a table of contents, thus requiring users to thumb through product categories. An archetypical list of categories would mostly include Breads, Cakes, Candy, Cookies, Beverages, Main Dishes, Pickles, Pies, Salads, Sauces, Miscellaneous (Ransom & Wright, 2013). The last few pages often advertise local businesses (these sometimes enable the researcher to determine the often-omitted date of publication).

The contributors are almost always female; and up to the mid 1970s, they were often identified only as "Mrs. His Name". [1] Community cookbooks tend to highlight regionality which may be as simple as including regionally respected foods like cheese or wine, or as complex as including immigrant group-based recipes and excluding indigenous foods (Ferguson, 2012).

Context for *Windermere Cookery*

Windermere Cookery seems to have been published between 1954 and 1956, a conclusion deduced from an advertisement at the back of the cookbook. It was a project of the community of Windermere, British Columbia, located on the east side of Lake Windermere, not really a lake, but a widening of the Columbia River. First Nations peoples lived in and travelled through the Columbia River Valley in the southeast corner of BC for thousands of years before newcomers arrived, in the early and late 19th century, first, fur traders and then British and European settlers. With mild, snowy winters and hot summers, it's an excellent growing area, and its early industries were farming, gold panning and logging. Windermere received its name around 1883. Windermere was formally founded in 1912[2] and dissolved in 1963 by being absorbed into its larger neighbouring town, Invermere. Windermere is only three hours from Calgary and is now a popular tourist destination.

The community that developed after the railway went through in 1886 started out as a mixture of farming pioneers and inexperienced English immigrants who were attracted by railway advertisements of a fruit-growing paradise. Danes, Swiss and other Europeans followed in the 1920s and 30s. The Windermere Ladies Hospital Aid started in 1911[3]. An early resident described the group as "…wonderful. Their concern for the hospital was keen and constant. They turned up to help whenever possible, at whatever task needed their attention the most."[4] Their early get-togethers involved cooking, cleaning, sewing pillowcases and sheets and doing the mending for the hospital, originally located in Wilmer (a small community in the Windermere Valley) and then moved to Invermere about 1914. The Ladies Hospital Aid retained its Windermere name and focus. Membership lists have not been located. Gatherings always

[1] Ferguson (2012) uses the fascinating term "coverture-based cognomens" (p. 709) to describe the labelling of married women by their husband's name. In my experience, this practice that makes women invisible declined in the 1970s in Canada.

[2] Windermere. https://columbiavalley.com/communities/windermere/

[3] https://windermeredistricthistoricalsociety.files.wordpress.com/2018/01/2017_02.pdf

[4] The Ashworths. Valley History and the Windermere District Museum. (2009). https://windermeredistricthistoricalsociety.files.wordpress.com/2018/01/2017_02.pdf

involved food: a local creamery delivered five pounds of butter each week and "a lot of it went into cakes"[5]. *Windermere Cookery* was a logical outcome for the group's interests.

Daily life in the Windermere Valley of the 1950s probably did not include full electrification, as BC Hydro had not yet come to the valley. A young physician who arrived in the Valley in 1949 wrote that modern medicine had bypassed the Windermere District Hospital[6]. It was heated by oil and run by generators. There were no refrigerators in the hospital, only ice-boxes maintained with ice from the frozen lake. The sick and injured were transported via car, truck and sometimes horse and wagon. The fundraising efforts of the Ladies Hospital Aid were desperately needed.

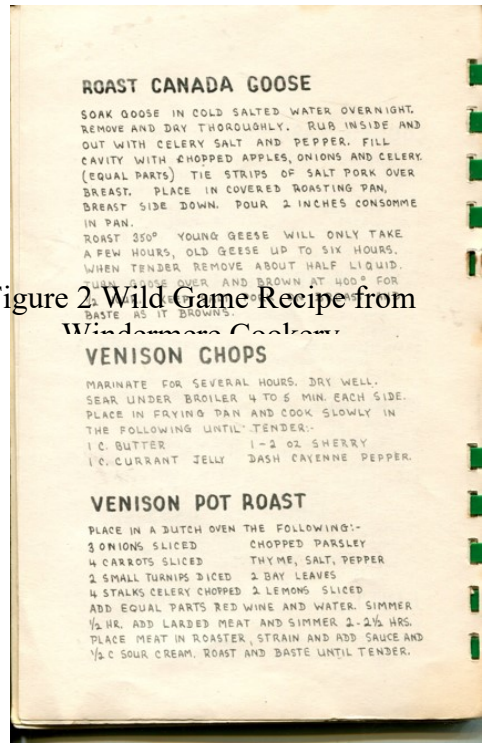
Description of *Windermere Cookery*

Windermere Cookery is small, about half the size of a sheet of regular paper, with no table of contents or index, no page numbers, and a plastic coil binding. On the second page, the subtitle is: *Recipes Collected from Windermere Valley Cooks and Published by the Windermere Ladies Hospital Aid* with *Proceeds for the benefit of the hospital* at the bottom of the page. The recipe book is "gratefully dedicated to K.J. Williams, M.D., G. Duthie, M.D. and the staff of our district hospital". All recipes were hand-lettered by several different people. The sixty pages include 140 recipes, five pages of small local advertisements and a one-page poem, *The Valley of Windermere Sunrise: Sunset* by F.S. Symons, Montreal. Since no pages are numbered, the recipe divisions are important; in addition to most of Ferguson's 2012 list, *Windermere Cookery* included its own twists with Vegetables, Mother-in-law Favourites, Husbands Specials and Game[7].

The eight-page Game section occupies the first few pages with recipes for pheasant, marinades, Canada goose, venison, grouse, moose chili con carne, bear, wild duck, mountain goat and Indian curry of wild meat. Three hints for cooking game were provided: "Trim off fat as it is strong; Use salt pork strips to lard game: and Marinate meat from all old animals" (n.p.). One contributor of several game recipes was married to the Provincial Game Warden[8].

[5] https://windermeredistricthistoricalsociety.files.wordpress.com/2018/01/2009_11.pdf
[6] Eight years with a dull scalpel: The country doctor. Valley History and the Windermere District Museum. (2017). https://windermeredistricthistoricalsociety.files.wordpress.com/2018/01/2017_02.pdf

[7] The exact divisions in order were Game (21 recipes), Main Dishes (28 recipes),Vegetables (21 recipes) Breads (15 recipes), Desserts (16 recipes), Cakes (16 recipes), Cookies (13 recipes), Pies and Pastries (10 recipes), Mother-in-law Favourites (10 recipes), Husbands Specials (8 recipes), Jams and Pickles (8 recipes) and Odds and Ends (11 recipes, including gin fizz, and candy)
[8] The Provincial Game Warden was Jack Mackill. His wife was listed only as "Mrs. Jack Mackill".



ROAST CANADA GOOSE

SOAK GOOSE IN COLD SALTED WATER OVERNIGHT. REMOVE AND DRY THOROUGHLY. RUB INSIDE AND OUT WITH CELERY SALT AND PEPPER. FILL CAVITY WITH CHOPPED APPLES, ONIONS AND CELERY. (EQUAL PARTS) TIE STRIPS OF SALT PORK OVER BREAST. PLACE IN COVERED ROASTING PAN, BREAST SIDE DOWN. POUR 2 INCHES CONSOMME IN PAN.
ROAST 350° YOUNG GEESE WILL ONLY TAKE A FEW HOURS, OLD GEESE UP TO SIX HOURS. WHEN TENDER REMOVE ABOUT HALF LIQUID. TURN GOOSE OVER AND BROWN AT 400° FOR BASTE AS IT BROWNS.

VENISON CHOPS

MARINATE FOR SEVERAL HOURS. DRY WELL. SEAR UNDER BROILER 4 TO 5 MIN. EACH SIDE. PLACE IN FRYING PAN AND COOK SLOWLY IN THE FOLLOWING UNTIL TENDER:-
1 C. BUTTER 1-2 OZ SHERRY
1 C. CURRANT JELLY DASH CAYENNE PEPPER.

VENISON POT ROAST

PLACE IN A DUTCH OVEN THE FOLLOWING:-
3 ONIONS SLICED CHOPPED PARSLEY
4 CARROTS SLICED THYME, SALT, PEPPER
2 SMALL TURNIPS DICED 2 BAY LEAVES
4 STALKS CELERY CHOPPED 2 LEMONS SLICED
ADD EQUAL PARTS RED WINE AND WATER. SIMMER ½ HR. ADD LARDED MEAT AND SIMMER 2-2½ HRS. PLACE MEAT IN ROASTER, STRAIN AND ADD SAUCE AND ½ C SOUR CREAM. ROAST AND BASTE UNTIL TENDER.

Figure 2. Wild Game Recipe from Windermere Cookery

Of the 21 Vegetable recipes, almost half were for potato variations (two of the 19 advertisements at the back of the cookbook were for potato farms). The section Mother-in-law Favourites was eclectic in focus, with recipes ranging from chestnut dressing for turkey to green tomato pickle. Husbands' Specials included a detailed recipe for spaghetti, two alcohol-based recipes and a recipe from George Duthie, M.D. for Scotch Oatmeal Dressing:

> 2 c. Scotch style oatmeal (Ogilvie product)
> ½ c. finely chopped suet
> 1 medium onion fried in butter
> Salt, pepper
> Mix oatmeal and suet, salt and pepper. Mix in onion – stuff bird – wash down with liberal draughts of bitter ale. (n.p.)

Windermere Cookery had a total of 40 unattributed recipes out of 140. Forty different people put their names on the remaining recipes, four men and the rest women. The top three contributors contributed 42 recipes among them - Betti Zinkan (listed as Mrs. Ted Zinkan) contributed 16 recipes including most of the game recipes. Greta Marples (listed as Mrs. K. Marples) added ten and Joy Williams (Mrs. K.J. Williams) put in ten as well.

Without these three women's recipe offerings, *Windermere Cookery* would have been one-third smaller. Brief biographical information available from the Windermere Museum website gives a little of their backgrounds. Betti and Ted Zinkan ran the Rocky Mountain Boys' Camp. This might indicate a reason why Betti contributed so many game recipes, supposing that she had ample game to cook. In actuality, the Rocky Mountain Boys' Camp was an upscale establishment located in a summer home formerly owned by a McGill University professor of pathology and bacteriology[9]. Greta Marples was a rancher's wife. Joy Williams was the young mother of two children and the wife of one of the physicians to whom the book was dedicated.

The additional section of Husbands' Specials possibly alludes to women's changing roles and men's potential involvement in cooking. A recipe for "Pork chop something" was submitted by Adolf Sattmann. He lists the first ingredient as "4 pork chops or as many as fit in frying pan". Bev Harris's contribution of "Strawberry Jam Escoffier" has an apologetic tone perhaps to ensure that the recipe was not considered too ostentatious:

> This method of making jam is swiped from the famous French chef, whose recipe is a

9

Dr. J.G. Adami was vice-chancellor of the University of Liverpool and was also professor of pathology and bacteriology at McGill University, Montreal 1892-1919. Dr. and Mrs. Adami owned " Edenhowe" on the East side of Lake Windermere. Edenhowe was later " Rocky Mountain Boys Camp" owned and operated by Ted Zinkan. https://windermeredistricthistoricalsociety.files.wordpress.com/2018/01/2006_08.pdf

> trifle unnerving at first, but well worth following as ammended [sic] here. Windermere strawberries should be used. (n.p.)

Analysis of *Windermere Cookery*

For my analysis, I have drawn from Ransom and Wright's 2013 study of rural community cookbooks in the Upper Peninsula region of Michigan, a Midwest / Great Lakes American state (henceforth referred to as the Michigan study). The authors studied twelve cookbooks published between 1893 and 1956. They selected this time period to "correspond to broader patterns of industrialization sweeping the agriculture and food (agrifood) sector" (p. 670).

They used ten criteria to code representative recipes from each cookbook.

1. **Diversity** (were ingredients or recipes modified to meet one's personal taste)
2. Required **specific** environment (e.g. snow, cellar)
3. Could not be easily **reproduced** today
4. Required **sensory** engagement (cook had to judge doneness, amount of seasoning to add, etc.)
5. Communicated in textual style (**paragraph**)
6. Referenced principles of standardization (**standard** layout with ingredients first followed by procedure)
7. Referenced modern **technology** (i.e. labour-saving devices)
8. Referenced **processed** products
9. Advocated **brand names or local products**
10. Contained **stories**, myths or other personal information (Ransom & Wright, 2013)

In my analysis, I looked at all 140 *Windermere Cookery* recipes and coded each one. While my coding is informal and emergent, it gives me some data to compare to the Michigan study (see appendix for Table 1 details).

- In 1896 over 70% of the Upper Peninsula recipes were written in paragraphs compared to 25% in 1956 (Ransom & Wright, 2013, p. 679). The number of recipes written as paragraphs in *Windermere Cookery* (c. 1956) was about 1/3 of total recipes.
- Standardized format was used in almost 90% of the 1956 Upper Peninsula recipes and 70% of the recipes in *Windermere Cookery*. Ransom and Wright noted that standardized format gives cooks less opportunity to be creative and to make their own desired changes. In the Michigan study there was also an increase in "diversity" or adding of seasonings "to taste".
- About one quarter of the recipes in each case could not be reproduced or replicated today because a number of the ingredients are no longer readily available. For example, many bread recipes in *Windermere Cookery* called for yeast cakes and these would be difficult to find in 2019.
- Almost ¾ of the Michigan recipes used processed or prepared foods, but only about 1/5 of the Windermere recipes did. The most common convenience foods in *Windermere Cookery* were canned soup, canned vegetables and canned fruit. Distance from grocery stores might have been a factor (Michigan is more highly populated than the Kootenay area of BC, both then and now).
- The use of brand names and/or local foods was about the same in each case (1/10 of the recipes specified brands or local produce).

- Stories, myths and legends were provided in about 10% of the recipes. This concurs with Ferguson's observation (2012) that community cookbooks are intended to be collective representations of values and beliefs, not those of one person alone: "The language of the recipes iterates and reiterates the values of the community"(Ferguson, 2012, p. 702). To focus too much on one person would defeat the idea of creating community identity. Another reason for the lack of stories in community cookbooks is their particular form of literature. Recipes are deliberately spare and succinct; they are above all, utilitarian and meant to be used, not merely read.[10]

The comparison with the Michigan Study highlights some of the community standards and values that were in operation in Windermere in 1956. We might conclude that:

- Wild game was readily available in Windermere
- Processed / prepared foods were not as readily available in Windermere as in Michigan.
- The Windermere cooks had been influenced to about the same extent as their Michigan counterparts in terms of recipe standardization.

Questions for further study include:

- Is there any relationship between increasing standardization of recipes and decline in cooking skills?
- What is the meaning behind the emphasis on cooking local game? What further exploration can be done about underlying class consciousness, racism or discrimination? Why are no First Nations peoples involved?
- What has been lost and/or gained in the transformation from paragraph-style recipe writing to standard format? Also, is it possible that more complicated recipes discourage cooking because they entertain rather than provide solid information?
- What is the future for community cookbooks? Could they become a useful vehicle for teaching valuable cooking skills? What is transferable to the present day?

Conclusion

Taken in their entirety, community cookbooks reveal community standards and values, indicate issues of everyday life in a community and pass on practical knowledge. They show what food was available locally, and the extent to which outside influences have filtered in, for example in the use of processed and purchased ingredients.

On a final note, *Windermere Cookery* is still available. It was reproduced in 1997 and a local drugstore still sells copies, with the addition of 19 more advertisers. The *Windermere Ladies Hospital Aid* dissolved about the same time as the village of Windermere in the 1960s.

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[10] Internet recipes are notorious for extremely long and unnecessary explanations of simple procedures. See: https://slate.com/technology/2017/12/why-does-every-online-recipe-begin-with-the-preface-to-a-personal-memoir.html

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Appendix

Table 1 Comparison of Windermere Cookery (c. 1956) and Michigan Upper Peninsula (Ransom & Wright, 2013).

#1- diversity	#2- snow/cellar	#3- not reproducible	#4- sensory	#5- paragraph	#6- standard	#7- technology	#8- processed	#9- brands/local	#10 stories
Windermere Cookery – c. 1956									
8%	[0]	26%	10%	31%	68%	[0]	18%	9%	9%
Michigan Upper Peninsula - 1956									
25%	[0]	25%	35%	10%	90%[11]	2%	70%	10%	10%

[11] This number is interpolated, as it is not clear in the Ransom & Wright study (p. 679)

Navigating liminal space towards becoming a home economics teacher

Rosie Dyck

This paper is about some of the discoveries that I made as I worked towards completing my Master of Education in home economics education. In this paper, I focus on the educational significance of liminal space as I discuss my journey through liminal space towards *becoming* a home economics teacher and how my experiences have shaped my understanding of home economics education. I examine threshold concepts, which "represent a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress" (Meyer & Land, 2003, p. 1), and include what I believe to be threshold concepts for home economics education. Besides helping myself to navigate the idea of home economics in an elementary classroom, my journey through liminal space may help others who are trying to teach home economics in various subject areas, including experienced teachers making mid-career moves to new teaching areas. Since home economics is not explicitly taught at many schools, there is a need to examine how home economics can be taught throughout the curriculum.

Discovering liminal space

My inquiry was set into motion at the 2017 Home Economics Symposium in London, Ontario. At that time, I was trying to narrow my focus for my graduating project research question. I was feeling overwhelmed: on the one hand, I loved being part of the Symposium; on the other hand, I didn't feel like I fully belonged, being a relative newcomer to home economics education. Lucky for me, I had wise mentors who advised me to find a personally meaningful topic. I was introduced to outsider research, which then led me to learn about threshold concepts and liminal space. The idea of liminal, or in-between space appealed to me, since that is where I found myself – I was not a total outsider, but not yet a full insider either.

When I began my graduate studies, I did not have a word for the space in which I found myself – the liminal, or in-between space. What I did know was that I questioned whether I belonged in the master's program, in home economics, or even in teaching. While I had been teaching for many years, my understanding of what made up good teaching was being challenged at every turn. This was not a comfortable place to be in, but according to Garvey Berger (2004), "comfort is rarely transformative" (p. 346). She writes about helping students make meaning of their experiences as they exist on the edge of understanding, or in "the liminal zones between our knowing and not knowing" (p. 338). I can see now that the separation I experienced between my old and new existences was the beginning of my transformation. Entering into the liminal space requires a leap of faith, since it entails giving up the familiar (Garvey Berger, 2004; Meyer & Land, 2005). No matter how we enter into the liminal space, it can be disorienting, but once we enter, "there can be no ultimate full return to the pre-liminal state" (Meyer & Land, 2005, p. 376).

While making the leap into liminal space can be frightening, once we are in it, the unknown seems more manageable. I see an example of this at the beginning of every school year. Even if my classroom is all set up and everything is ready, I have a sense of anxiety until I meet my students for the first time. Once I have actual students to match with the names in my book, I feel more settled and better able to proceed. Meeting the students who have previously just existed on paper brings with it a degree of familiarity, even if there is still a lot left to learn about them.

Threshold Concepts

According to Meyer and Land (2003), "a threshold concept can be considered as akin to a portal, opening up a new and previously inaccessible way of thinking about something. It represents a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress" (p. 1). Meyer and Land (2003, 2005) have created a framework of five characteristics to help identify threshold concepts in education. These concepts are considered to be *transformative*, because once learned, they transform the learner's view of the subject, and can also lead to changes in the learner's identity. They are probably *irreversible*, since once a threshold concept is learned, there is usually no going back to previous understanding. Threshold concepts are *integrative*, meaning that they can illustrate previously unseen connections between seemingly unrelated aspects of the subject. They may be *bounded*; they may have terminal frontiers that border with other concepts. Finally, threshold concepts are potentially, and possibly inherently, *troublesome*; they are challenging and not easy to come to terms with (Baillie, Bowden, & Meyer, 2013; Kiley, 2009; Land, Rattray, & Vivian, 2014; Meyer & Land, 2003, 2005). The fact that Meyer and Land (2003) use adverbs such as "probably", "possibly often", and "potentially" (pp. 5-6) to introduce certain characteristics of threshold concepts, suggests that there are variations to this theory, just as there are various pathways to understanding.

Characteristics of Liminal Space

Threshold concepts and liminal space are closely connected. Before a learner has fully grasped a threshold concept, they are in the liminal space between knowing and not knowing. There are three characteristics of the liminal state (Kiley, 2009; Meyer & Land, 2005). The first characteristic of liminality is an altered state, which for me was a new teaching position, and then becoming a graduate student.

Second, the participant within the liminal state experiences a change of status, like the change I experienced going from being an experienced high school art teacher to a beginner elementary teacher. Becoming a student also relegated me to beginner status. It was unsettling to lose my previous sense of identity. According to Garvey Berger (2004), this stage entails "actually los[ing] a sense of the former world before the new world is fully articulated" (p. 338). Before crossing the threshold to the new world, I existed in a sort of limbo.

The third characteristic of the liminal state is oscillation, where one moves back and forth between states, even sometimes regressing to the comfort of previous ways (Kiley, 2009; Land, Rattray & Vivian, 2014; Meyer & Land, 2005; Tanner, 2011). A diagrammatic representation of learning would be more of a sweeping back-and-forth, rather than straight, line. During oscillation, people sometimes find themselves stuck, unsure of how to cross the threshold to understanding. One way of dealing with being stuck is to engage in mimicry. While mimicry can be a useful tool, such as when students follow the example of their teachers, it can also result in superficial knowledge (Garvey Berger, 2004; Kiley, 2009; Meyer & Land, 2005; Tanner, 2011). Oscillation, being stuck, and mimicry are often experienced as one attempts to attain (and cross) the learning threshold.

Being within liminal space involves discarding previously held assumptions while integrating new understandings – it is truly a space of becoming. As my journey has ended, I am in the

postliminal state, with a transformed perspective on teaching and learning. It is unlikely that I will return to my previous understanding of home economics education, or of education in general.

Threshold Concepts for Home Economics Education

While there is a lot of literature about threshold concepts in education, I did not find any that specifically discussed threshold concepts for home economics education. Following Meyer and Land's (2003, 2005) framework, I came up with several threshold concepts for home economics education: everyday life, ecological perspective/world as home, interdisciplinarity, and community. While there are undoubtedly many more threshold concepts that can extend theorizing in home economics, these are the ones I have identified through my research and experiences.

Everyday Life Smith and de Zwart (2010) argue that home economics "**is the only subject area that focuses on everyday life and meeting basic needs**" [emphasis in original] (p. 17). It is unfortunate and puzzling then, that so many home economics programs are struggling to stay afloat or to receive recognition for their valuable contributions (Peterat, 1989; Smith & de Zwart, 2010). Perhaps due to its beginnings as a discipline for women, home economics has not been seen to be as important as other core subjects in schools (East, 1980, Peterat, 1989). Part of the problem is that it has often been an 'option' class, as opposed to being part of the 'basic' curriculum (Peterat, 1989; Aoki, 2004b). Because of its theme of studying everyday life, home economics should be given more attention, since it is a topic that affects everyone.

Everyday life is the first threshold concept that I have identified for home economics. The idea that home economics is education for everyday life has transformed the way that I understand it. Everyone, regardless of gender and social status can benefit from learning home economics. Once people understand that home economics covers all areas of human life, it will no longer be relegated to the sidelines, to a women's discipline, to just cooking and sewing. This concept also contains the potential for transforming individuals on a personal level, as they realize how home economics touches all aspects of their lives.

The integrative aspect of a concept is the "moment when 'it' makes sense" (Kiley, 2009, p. 297). The idea that home economics reaches beyond the household, as we understand it, is one such concept. Seeing home economics as education for everyday life involves not only our immediate surroundings but allows us to make farther-reaching connections. As an applied science, home economics is bounded by formal science. Home economists put scientific theory into practice. The troublesome nature of home economics education is that it has so often been marginalized and deemed unimportant compared to other disciplines. It remains an optional class in most school curriculums, while maths and sciences make up the basic, or compulsory, curriculum (Aoki, 2004b; Smith & de Zwart, 2010). It is difficult for people to immediately grasp the significance of home economics education when faced with such culturally ingrained perspectives.

Ecological Perspective: World as Home Human ecology, currently a popular term for home economics, appears to emphasize the multidisciplinary aspect of home economics, taking a broader view of the word "home" to include not only near, but farther-reaching environment

(Bubolz & Sontag, 1988; McGregor, 2010; Nelson, 1979/1995; Smith, 2004; Smith & de Zwart, 2010; Smith & de Zwart, 2011; Vaines, 1994, 1997a, 1997b). Vaines (1997a, 1997b) uses the metaphor of *world as home* to illustrate the importance of an ecological perspective. This affects not only the topics that are being taught in home economics classes, but also the ways in which these topics are approached (Nelson, 1979/1995; Smith, 2004.; Vaines, 1997a, 1997b). Vaines (1997a, 1997b) encourages a reflective practitioner approach to teaching. According to Vaines (1997b), "Reflective Practice is grounded in a moral vision requiring professional commitment to belief systems, honoring fairness, caring, and equity" (p. 5).

Nelson (1979/1995) argues that to teach from an ecological perspective enriches the course content, as it encourages students to think more broadly, and to explore alternative solutions to problems. Smith (2004) believes that global content should be integrated into the curriculum rather than taught as a separate unit. To oversimplify global issues can reinforce prejudices and stereotypes. If we are to consider the world as home, it is important to expand students' views beyond the traditional home setting, helping to move it beyond the stereotype of simply cooking and sewing. The interconnectedness of the ecological approach has also opened my eyes to new possibilities for cross-curricular integration of home economics.

The concept of world as home is transformative because it gives us a new way of looking at "our home". While home economics has typically been associated with women, there is no denying that our planet is the responsibility of all citizens. Seeing the world as our home also creates bonds between ourselves and all those who inhabit it, humans and animals alike. If we view home economics from an ecological perspective, our views of what constitutes caring for our home and its inhabitants will transform. This must go beyond surface actions; we can begin with the habit of recycling, for example, but our learning won't be irreversible until we truly understand the impact of our actions on the environment, near and far.

This concept is integrative, since it creates connections between near and far environments, showing us how our regular actions, done at home, can have a much farther-reaching global impact than we realized. Instead of seeing our decisions as only impacting ourselves, we can see how all living things are connected. The ecological perspective can also be troublesome, since it entails looking beyond surface labels, and thinking critically about our habits. For example, organic foods that must be shipped thousands of miles no longer seem like a healthy choice (Prakash, 2009). Treating the world as our home is not always easy, even when we have crossed the threshold to understanding. Once we have grasped its importance, however, it becomes easier to make the effort.

Interdisciplinarity home economics, as education for everyday life, can be introduced into other subject areas. The concept of interdisciplinarity has been transformative to my teaching. When I started teaching elementary school, I had a separate curriculum guide for each subject, so I assumed that I was to teach everything separately. I didn't understand that integrating subjects is an effective and authentic way of teaching. I gradually started finding ways of incorporating home economics concepts into my lessons. Although my teaching assignment has not changed, my approach to teaching has, and I feel more confident with creative lesson planning. One example is a science lesson where I demonstrated making vegan mayonnaise out of aquafaba.

Previously, I would have been nervous about being "caught" teaching a subject not part of my official designation. Now, I can see that such a lesson goes beyond the official curriculum.

Interdisciplinary teaching such as the vegan mayo lesson is integrative, since it combines various curricular areas such as science, health, and even language arts (I used it as a starting point for the students to present a step-by-step activity). I could have simply taught my students about the properties of matter and had them answer questions on a work sheet, but nothing can compare to the fun and excitement that took place in class. The shared experience is important since it allowed for social connections. Other home economics lessons I have integrated into different subject areas include baking bread and making butter, sewing, growing microgreens, and vermicomposting. Over time, I am finding it easier to be creative with making curricular connections. Interdisciplinarity is irreversible in my mind: I will not forget its importance.

Community Community is an important threshold concept for home economics. Understanding the importance of community to home economics education (and education in general) has been transformative for me. Previously, I knew that there was an expectation that students do collaborative work in class, but I personally did not see the value in it. When only grades are emphasized, group work can be fraught with tension, and struggling students may resort to mimicry, presenting only superficial knowledge. When communities are established to support students in their learning, through authentic learning situations, they create the potential for deep and lasting understanding. Reflecting on instances of collaborative learning that I have witnessed both in and out of the classroom, I realize that I hadn't previously seen what was in front of me. Learning together is not only fun, but effective as well. I've learned this firsthand from my experiences with our HEEL masters cohort. Now that I've seen the positive effects that belonging to a community has on learners, I am unlikely to forget it.

The troublesome aspect of this threshold concept comes from traditional teaching practices that encourage individual work. If we are simply looking for the acquisition of knowledge, we will be less likely to provide collaborative opportunities to our students. If the work that students are given is simply filling in question sheets, we may worry that they would copy off each other if they work together. Creating a collaborative learning environment involves changing the way that we approach teaching, focusing on process as well as on product. If students are able to support each other in their learning, as well as enjoy the process, they will be more successful learners.

Home economics is a field of study that has community at its core, seeking "to achieve optimal and sustainable living for individuals, families and communities" (IFHE, 2008, in Smith & de Zwart, 2010, p. 21). If I can start off by involving students within their class and school communities, there is an opportunity to show them the role they may play within the world. Vaines' (1997) concept of world as home emphasizes the interconnectedness of all living things. If students can understand the concept of world as home, they may begin to see that they belong to, and are supported by, a much larger community.

Conclusion

Throughout my learning journey, I have encountered several key concepts. First of all, learning is hard. While curriculum documents are often set up in a step-by-step fashion, learning does not

always follow a linear path. In order to succeed in learning, we need to anticipate difficulties, and come to terms with the fact that it's okay – even for the teachers - not to have all the answers. There will be times of being stuck and oscillating between old and new ways of knowing. I believe that I am now more prepared to recognize this state in my students and help them through it. While I used to treat group work as an add-on to regular teaching, I now recognize the potential of collaboration for helping students move through stuck places in their learning. I have learned to embrace my strengths, which I used to undervalue. This reminds me to seek out the strengths in my students, and to help them see the potential that they hold. The threshold concepts that I have identified for home economics will continue to shape my teaching practice as I teach from an ecological perspective and continue to incorporate home economics principles into other curricular areas. Having the support of a community can assist with taking the initial plunge. I have been fortunate to have the support of my HEEL community throughout my learning journey.

Since the liminal space is "the place within which [a] transition takes place" (Cook-Sather, 2006, p. 110), it follows that I will experience liminal spaces regularly, as I continue to grow and develop. While not all liminal experiences are as dramatic or as clearly defined as passing through a graduate program, encountering liminality is a natural part of personal and professional growth. Crossing the final threshold to emerge from this liminal space does not signal the end of my learning, it simply signifies the beginning of a new liminal learning space.

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Updated Manitoba Home Economics Curriculum

Sarah George

Introduction

Home economics has changed in Manitoba since the previous curricula were written in the 1980s (Stevenson, 2013). A new middle years (MY) and a new senior years (SY) curriculum is available for voluntary implementation in fall 2018 and mandatory implementation in fall 2019. Under a new name (human ecology) and logo, it is hoped that the new curricula will help students to thrive in our present environment (Blandford et. al., 2018; Cap et. al., 2018). In this paper, societal changes that have occurred since the 1980s will be used as examples of why the curricula needed an update. Disciplines included in the new MY curriculum include foods and nutrition, and clothing and textiles (Cap et al., 2018). In the new SY curriculum, the disciplines included are textile arts and design, environmental design, food and nutrition, and family studies (Blandford et. al., 2018). While experienced home economics teachers may have changed their lessons to keep up with changes in society, the new curricula are needed to be clear of the required learning outcomes.

Rationale for developing the new curricula

Susan Lee, Human Ecology/Home Economics Consultant for the province of Manitoba was interviewed to gain an understanding of the process involved for the development of the new curricula (personal communication, January 30, 2019). She was the project leader for the writing of the new curricula. In Manitoba, there is no scheduled timeline for the renewal of the home economics curricula because home economics is an elective. The previous MY curriculum had not been updated since 1982 and courses from the SY curriculum had not been updated in years ranging from 1988 to 2004 (see timeline below).

Middle Years:
- 1982 Home Economics Grades 7-9
- 2015 Human Ecology Grades 5-8
- 2018 Human Ecology Grades 5-8

Senior Years:
- 1988 Food and Nutrition Grades 10-12
- 1988 Clothing, Housing and Design Grades 10-12
- 1993 Senior 1 Home Economics Grade 9
- 2004 Senior Years Family Studies Grade 9-12
- 2018 Senior Years Human Ecology Grades 9-12

Society has changed significantly since 1982 and 1988. The changes in the way life is now lived have an impact on what is taught and how it is taught. Therefore, the curricula needed to be updated to keep up with the changes. While experienced teachers may have updated what and how they teach to be relevant to the students, it is important to have common curricula for all teachers so that the outcomes are consistent and clear.

I will outline some changes in society as examples of why the curricula needed an update, however, it is not a complete list. Some of the changes include reliance on technology, increased complexity of the food system, changes in nutrition information, and changes in the way clothing

is produced and sold. Changes such as these have changed the way we live. Therefore, they needed to be taken into consideration when writing the new curricula.

Technology has become an integral part of our lives. While there are benefits to technology, students need to be able to use it safely and productively. It has changed the way that we communicate, which in turn adds another dynamic to relationships (Stevenson, 2013). It adds options, other than physically talking with a person or calling a person on the phone, like instant messaging through text or video. It also provides a way to look up information other than print sources. Students need to know how to navigate their online relationships and how to find credible sources.

There is a greater attention put on the way goods are produced, distributed and sold. For example, there are debates about local versus organic foods. Not everyone knows what the differences are between organic versus local (Goldberg, 2014). Questions that might come out of a discussion on this topic could include: "What distance is considered local?", "Does it matter if we eat local or organic food?", and "Which method of production is better for the environment?". This is just one example of an issue that students should be able to critically analyze. Students need to know how to make an informed decision on what food they purchase.

Students also need to have the skills to keep up with changing nutrition information. For example, Canada has a new food guide (https://food-guide.canada.ca/en/). Although the information may change, being able to understand the food guide will give them a foundation to help them to be aware of healthy food choices.

An example of a current issue in textile production is the collapse of the Rana Plaza clothing factory in Bangladesh in 2013. On April 24, 2013, 1,138 people died, and 2,500 were injured when the factory collapsed (Fashion Revolution, n.d.). Because of this disaster, a group called Fashion Revolution was created. Their aim is to improve the conditions for clothing workers and to improve the way clothing is produced. According to Fashion Revolution, we now buy more clothes and spend less on them than we did 20 to 30 years ago. In the end, we need to buy less, question how our clothing was produced, and do our best to make our clothes last longer. On a positive note, Fashion Revolution reported that mindsets are beginning to change towards sustainable clothing production. While it may be difficult to know if our clothing is sustainably produced, discussing topics like this will provide an opportunity for students to think about the issues.

Developing the new curricula

As a result of the outdated curricula, in April 2013, the Manitoba Association of Home Economics and the University of Manitoba sent a letter to the Minister of Education (Lee, personal communication, January 30, 2019). The letter requested that the Minister meet with them to discuss the renewal of the home economics curricula. Susan Lee was approached to be a part of this meeting. By November 2013, the process of writing the updated MY curriculum had begun. Teachers were nominated to be a part of the team. The new document was created based on research and consensus among the teachers involved. One interesting thing to note is that British Columbia was the only Canadian curriculum that could be examined because it is the

only other province with a MY home economics curriculum. In July 2015 the final document was released.

After teachers had had a chance to work with the new MY curriculum it was updated again in 2018 based on teacher feedback (S. Lee, personal communication, January 30, 2019). In the 2015 MY curriculum, human development outcomes were integrated into the clothing and textiles and food and nutrition outcomes. Human development was not mentioned in the 2018 curriculum because teachers are not teaching the course in middle school.

The writing of the SY curriculum took place between April 2016 and April 2018 (S. Lee, personal communication, January 30, 2019). It was released in the summer of 2018. When revising the curriculum, a focus group of teachers attended presentations facilitated by the University of Manitoba with research staff representing food and nutrition, textiles, housing, and family studies. This helped to identify key areas to work on. The human ecology curriculum from all other provinces in Canada were examined. In addition, based on enrolment data provided by the Department of Education, Lee made visits to SY schools. She identified schools with enhanced human ecology programs and those with minimal offerings. School visits and consultations followed. One thing she found was that schools with a stronger textiles program offered student led or student-centered activities. For example, preparing for a drama or fashion show, or creating a project of their choice.

When writing the new curricula, it was important that the language and terminology would last for another 20 years because it may be that long before it is updated again (S. Lee, personal communication, January 30, 2019). To help with this a consultant from the University of Manitoba reviewed the curricula. For example, when presenting career opportunities related to family studies, the opportunities are kept general (e.g. social science, humanities, child and adolescent development). The term media is kept general as well (e.g. terms like social media, or print media are not used). Terms relating to gender are also kept general because they can change over time. When talking about finances, there is no mention of technology such as e-transfers because this could change in 20 years. A lot of time and care was taken to ensure that the language is comprehensive and all-encompassing and to ensure that it will stay current for many years.

Name change and new logo

Both the MY and SY curriculum include a statement about the name change and logo (Blandford et. al., 2018; Cap et. al., 2018). The change in the name from home economics to human ecology is significant because it reflects the evolution of the world that we live in and allows for the retention of the original home economics perspectives. This perspective is reflected by a picture of a stem with leaves coming off. Each leaf that branches off has the name of a specialization in it. For example, for the MY curriculum there is a leaf for Clothing and Textiles and a leaf for Food and Nutrition. For the SY curriculum, there are five leaves: Textile Arts and Design, Food and Nutrition, Environmental Design, Family Studies, and Applied Family Studies. In the background of both the MY and SY logo there is a globe and the province of Manitoba is highlighted. Therefore, students are studying how the disciples of home economics are connected to their lives and the lives of others.

Organization of the curricula

In order to have consistency across the curricula, it was important that they have the same main goals to build on (S. Lee, personal communication, January 30, 2019). Some goals are carried across the curricula and some are specific to a discipline (Blandford et. al., 2018; Cap et. al., 2018). Each goal has general learning outcomes (GLOs) which are broad statements relating to the main goal that the student will learn and demonstrate in a course or subject area. GLOs are identified by two numbers. The first one indicates the main goal and the second one indicates the GLO. For example, GLO 1.1 is the first GLO under Goal 1.

Specific learning outcomes (SLOs) refine the GLO further by stating specific knowledge, skills, and understandings that students are expected to learn and demonstrate (Blandford et. al., 2018; Cap et. al., 2018). It is important to note that the SLOs do not specify learning activities to achieve the SLOs. Rather the SLOs allow for teachers the flexibility to choose how the SLO will be achieved. Teachers should also be aware of changes in technology and update how lessons are taught to accommodate for the changes in order to be relevant to the students' needs. SLOs are organized by a set of three numbers separated by dots. For example, SLO 1.1.1 is the first SLO under GLO 1.1. Below is an example of a Goal, GLO and SLO for Grade 5 MY Clothing and Textiles (Cap et. al., 2018):

Goal 1: Demonstrate technical and applied skills.

GLO 1.1: Demonstrate safe practices and procedures for facilities, processes, tools, and equipment.

SLO 5.1.1.1 Identify and maintain clean work environments. (p. CT-5)

Both the MY and the SY curriculum include appendices (Blandford et. al., 2018; Cap et. al., 2018). One unique thing about the MY curriculum is that there is an appendix that identifies cross curricular SLOs and GLOs. It demonstrates how human ecology outcomes can enhance learning in other subject areas. Both the MY and SY curriculum include an appendix on safety and an appendix on Elders in the classroom.

MY and SY Food and Nutrition

Both the MY and SY curriculum have the same main goals for Food and Nutrition (Blandford et. al., 2018; Cap et. al., 2018). The overall aim is to teach students how to support individuals, families, and communities as they relate to the following goals:

1. Technical and Applied Skills
2. Fundamentals of Nutrition
3. Citizenship and Sustainability
4. Relationships and Influence
5. Career Development

The MY curriculum helps to establish a base of knowledge and skills for the SY curriculum. In the MY curriculum students participate in practical and theoretical experiences that help them to develop skills, knowledge and understanding of basic food preparation and nutrition. In the SY curriculum, topics are studied in more depth. Students learn how to enhance their health and well-being through theoretical and practical experiences. Students also gain knowledge and skills

that apply to them, both on a local and on a global scale, so that they may be able to make informed and responsible decisions about food.

The SY curriculum offers both a half and a full credit course (Blandford et. Al., 2018). The half credit course provides the opportunity to study two human ecology disciplines within a semester. The full credit course offers the opportunity to participate in a supervised 20-hour practicum. Teachers must regularly visit students. Each program must be registered with Manitoba of Education and Training.

MY Clothing and Textiles and SY Textile Arts and Design

The goals for the MY and SY textile courses are similar to the Food and Nutrition goals, but with a focus on textiles (Blandford et. al., 2018; Cap et. al., 2018). However, the SY Textile Arts and Design course also focuses on environmental design (Blandford et. al., 2018). The environmental design goal is meant to help students to understand how humans relate to their environments (built, natural, and human).

The goals for MY Clothing and Textiles are (Cap et. al., 2018):

1. Technical and Applied Skills
2. Fundamentals of Design
3. Citizenship and Sustainability
4. Relationships and Influences
5. Career Development

The goals for SY Textile Arts and Design are (Blandford et. al., 2018):

1. Technical and Applied Skills
2. Fundamentals of Design
3. Citizenship and Sustainability
4. Relationships and Influences
5. Environmental Design
6. Career Development

The MY curriculum helps to establish a base of knowledge and skills for the SY curriculum in the same way as it does for the MY and SY Food and Nutrition curricula, but with a focus on clothing and textiles (Blandford et. al., 2018; Cap et. al., 2018). In addition, the SY Textile Arts and Design curriculum also offers full and half credit courses (Blandford et. al., 2018). Like the full credit SY Food and Nutrition course, the full credit SY Textile Arts and Design course also offers the opportunity to participate in a supervised 20-hour practicum.

Grades 11 and 12 Environmental Design (formerly Housing)

The aim of the Environmental Design course is to increase awareness of the built environment in our daily lives (Blandford et. al., 2018). It provides the opportunity to explore all areas of study in environmental design (e.g. architecture, landscape architecture, interior design, regional and urban planning). Students will develop skills, knowledge, and abilities to explore relationships between people and the built environment. The main goals for this course are:

1. Technical and Applied Skills
2. Fundamentals of the Principles and Elements of Design
3. Citizenship and Sustainability

4. Relationships and Influences
5. Career Development

The goals are similar to the SY Textile Arts and Design course (Blandford et. al., 2018). However, "Fundamentals of Design" changes to "Fundamentals of the Principles and Elements of Design", and the goal of "Environmental Design" is taken out because it is the focus of the Grade 11 and 12 Environmental Design course. Although some learning outcomes are similar for both grade levels, some Grade 11 outcomes are naturally expanded on in Grade 12. For example, in Grade 11, outcome 11.3.4.2 is "Define and recognize housing security at the individual /household and community level", but in Grade 12 the outcome 12.3.4.2 is "Recognize housing security at the community and global levels" (p. 16-FC-ED). Like the previously discussed full credit SY courses, the full credit Grade 11 and 12 Environmental Design courses also offer the opportunity to participate in a supervised 20-hour practicum.

SY Family Studies and Grade 12 Applied Family Studies

The aim of the family studies courses is to help students to gain knowledge, skills and attitudes that will support them in making informed choices when it comes to caring for themselves and others both locally and globally (Blandford et. al., 2018). Students are provided with a preventative, proactive, and practical approach to help with strengthening individuals and families. The goals of the family studies courses are listed below:

SY Family Studies:

1. Fundamentals of Human Development
2. Relationships and Influences
3. Health and Wellness
4. Fundamentals of Parenting and Caregiving
5. Citizenship and Sustainability
6. Career Development

Grade 12 Applied Family Studies:

1. Fundamentals of Human Development
2. Relationships and Influences
3. Health and Wellness
4. Fundamentals of Caregiving
5. Career Development

The goals for SY Family Studies and Grade 12 Applied Family Studies are similar. However, the SY Family Studies course has the goal of "Fundamentals of Parenting and Caregiving" and the Grade 12 Applied Family Studies Course has the goal of "Fundamentals of Caregiving".

The SY Family Studies curriculum has outcomes that are similar for all grade levels, and some build on previous knowledge. The focus of each grade level is listed below (Blandford et. al., 2018):

Grade 9

- Adolescent development from the perspective of the student.
- Developing positive relationships to improve health and well-being in their own family and community.

Grade 10

- Skills and knowledge that parents and caregivers need.

- Topics focused on include maternal health, pregnancy, birth, and the early years of human development.

Grade 11

- Children's and adolescents' relationships within their families.
- Students will have the opportunity to learn how to make informed decisions about parenting, relationships and families.

Grade 12

- Transition from adolescence to adulthood.
- Provide students with knowledge and skills that will help them to develop healthy interpersonal relationships and to make informed and responsible decisions for now and for the future.

As with the other SY curricula, the full-credit course provides the opportunity for a supervised 20-hour practicum (Blandford et. al., 2018). Students in Grades 10 and 11 may have practicum opportunities in licensed child care facilities, junior/Kindergarten/Grade 1 classrooms, Aboriginal Head Start Centres parent/child community and/or school-based programs, and in-school onsite infant lab/nursery/pre-school programs. If the program is not provincially licensed, the student should be supervised by the Early Childhood Educator (II or III) and/or provincially certified teacher. The teacher and/or school designate must make regular visits. The Grade 12 practicum opportunities include: community-based local programs and centres that support youth, adults, and seniors.

The Grade 12 Applied Family Studies course is offered as a full credit course (Blandford et. al., 2018). The main focus is on preparing students to care for infants, toddlers, and children. Students participate in a supervised 40-hour practicum. The course is meant to provide students with a base to help them with further study in the field of early childhood education and related careers. Students may carry out their practicum at the same type of places that were previously listed for the Grades 10 and 11 SY Family Studies full credit option.

Conclusion

The updated MY and SY curricula will provide an important foundation for teachers to use to teach human ecology. The goals and learning outcomes are expressed in a way that allows for teacher flexibility (Blandford et. al., 2018; Cap et. al., 2018). Hopefully, the curricula will be updated sooner than 20 years from now. However, by using general language, it should help the curricula to have longevity (S. Lee, personal communication, January 30, 2019). It is important that the curricula are helpful and relevant to ensure that students can support themselves, their families and their communities.

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Eco-Pedagogy and Home Economics

Betty Hyatt-Shaw & Heather Clark

Eco-pedagogy can be viewed as "a pedagogy for everyday life" (Antunes & Gadotti, 2005) with its strong focus on the world around us that we as individuals interact with every day. Throughout the daily lives of students and educators, there can often be found a theme of the environment, sustainability, and our interactions with the wider world around us leading to learning through Eco-pedagogy. Through concepts such as reducing, reusing, and recycling, to appreciating the surrounding environment and using it as a tool for learning, "Eco-pedagogy is a pedagogy centered on life: it includes people, cultures, modus vivendi, respect for identity, and diversity" (Antunes & Gadotti, 2005, p. 137). Through this type of pedagogy, students and educators can learn more about the world around them, how their daily actions might leave a lasting impact, and the ways in which the world might be seen and used as a teacher. "Pedagogy should begin, above all else, by teaching how to read the world, as Paulo Freire taught us - a world which is the universe, because the world is our first teacher" (Antunes & Gadotti, 2005, p. 137).

Terms of Eco-Pedagogy

The foundation of Eco-pedagogy is built on *The Earth Charter*. This charter is a call to action, and a call for responsibility: responsibility towards ourselves, toward others, toward communities, and toward the wider world (The Earth Charter, n.d.). "We must recognize that in the midst of a magnificent diversity of cultures and life forms we are one human family and one Earth community with a common destiny" (The Earth Charter, n.d.). Through Eco-pedagogy, students may further understand their decisions about living in the world, and the impact their decisions can have on others.

Eco-pedagogy is supported through meaningful content; meaningful content has meaning for both the student and the wider world around them and may vary in focus depending on the student and their community. Big picture concepts explored throughout this pedagogy include: global communities, the environment, societal systems, and the state of the earth in present and future. Explorations of these concepts enable students to seek out and inquire about practical and everyday steps that will further support these bigger concepts. Eco-pedagogy is applicable to everyday life, with the view that everyday actions can have a positive overall impact on the planet. Learners are active, involved, and participating in their learning throughout Eco-pedagogy. Students are members of the learning process, just as they are members of the wider community around them.

"Eco-pedagogy implies redirecting curricula to incorporate values and principles defended by the Earth Charter" (Antunes & Gadotti, 2005, p. 136). The principles outlined in the Earth Charter include concepts such as respecting the earth and the diversity it holds, caring for communities, creating and working in societies that recognize all participants, are just to those participants, and ensure that the Earth is maintained and cared for those who will need it in the future (The Earth Charter, n.d.). "We must realize that when basic needs have been met, human development is primarily about being more, not having more" (The Earth Charter, n.d.). Through this notion, students explore ways in which they can have an impact on themselves as a person, exploring personal values and ethics by which they can live by and ultimately have a positive impact on the world.

Transformative Pedagogy and Eco-Pedagogy

Through transformative pedagogy, students practice critical thinking and implement social justice values on scenarios explored within a classroom. Eco-pedagogy explored through a transformative pedagogy lens examines how learners might make a positive difference in the world, ultimately leaving it a better place than when they entered it. Through Eco-pedagogy, students "are asked to suggest ways to make a difference in [their] school, neighbourhood, or community, often based on the topics promoted through the traditional curriculum" (Christensen & Aldridge, 2013, p. 79). Transformative and Eco-pedagogy aids students in forming conclusions based on research and exploration formed through inquiry. The lesson focuses on the world around them with the teacher acting as guide and facilitator to learning.

Authentic materials are sought for teaching and learning within Eco-pedagogy. These materials might fall into the category of alternative materials to what might commonly be recognized as traditional learning materials found in a typical classroom such as textbooks (Christensen & Aldridge, 2013). Authentic materials might include everyday items that students could find in their home from which they can learn from. These items might include food waste, items for recycling, or general waste that could be repurposed. Reduce, reuse and recycling concepts can be further explored through in-class work in the ways this concept seeks to have a positive impact on the earth. "An [E]co-pedagogy is needed for re-education, so that we may continue to call the earth our home" (Antunes & Gadotti, 2005), through re-examining daily practices alternative habits and practices may be formed.

Teacher & Learner

Within Eco-pedagogy, the teacher and educator are seen as a guide and facilitator, while the student is encouraged into taking on a researcher and inquirer role. Through classroom discussions, the teacher will act as a guide to students through the suggestion of an assignment's direction, or the classroom adoption of a project. Students will seek to further understand issues at hand while searching out further information; ultimately the students are the ones who will make final decisions regarding their interpretation of content and determine if they seek to pursue a lasting change in their personal lives. The teacher aims "to make a profound and positive difference in students' lives" (Christensen & Aldridge, 2013, p. 78) through this pedagogy.

A teacher provides a framework for the students to learn from, and around, as they explore further meaning. A learning activity might have the educator providing students with certain resources and knowledge, such as fabric scraps and dress forms, so that students can be given the opportunity to apply what insight they have gained while applying larger concepts such as design thinking and sustainability learned from the world around them. For an Eco-pedagogy project, this could be a first step in the learning process; learners could then further inquire into where the fabric came from, how it was made, and how the swatches could be repurposed, thus bringing them new life in a meaningful way. Eco-Pedagogy "is connected to a utopian project - one to change current human, social, and environmental relationships" (Antunes & Gadotti, 2005, p. 136). This utopian project concept ultimately seeks to have a lasting positive impact on students, and their wider communities with the ultimate goal of creating an ideal world for all to exist in.

Teaching Eco-Pedagogy in Home Economics: The Circular Economy

A common theme that could be used for teaching strategies of Eco-pedagogy in Home Economics Education is through the lens of a circular economy. The areas covered by home economics, often divided into family studies, food and nutrition, and clothing and textiles, are ultimately diverse and interconnected. Using a circular economy theme, when planning content and in class activities, enables learning activities to further explore the interconnectedness of the subject area through the use of supplies, resources, and concepts, aiding students inquiring with an Eco-pedagogy mindset.

Using a circular economy theme for content, students could first examine why this theme might be explored in the first place and alternative forms of economy. Using the below image as a starting point, students might examine when they use concepts such as linear, recycling, and circular economy within their daily lives. Through exploring these types of economies, students may discover that following a circular economy mindset might not be a new concept within their daily lives, but only a new name to apply to something that they already participate in.

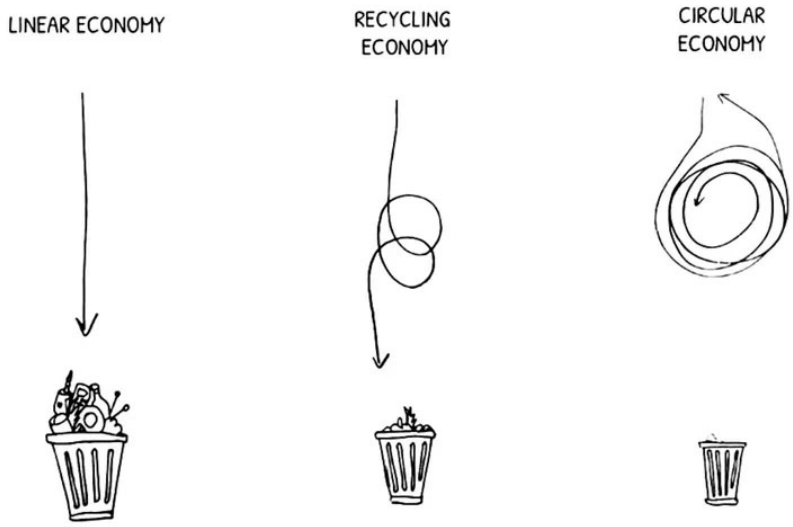

Fig. 1. A Linear vs. Recycling vs. Circular Economy (Stiall. n.d.)

Big picture concepts within a circular economy can be further explored and how systems and businesses are implementing this model with the goal of ultimately creating a better world (Circular Design Guide, n.d.). Circular design thinking can be viewed as a new perspective from which to examine and explore subjects. Similar to what eco-pedagogy seeks to ultimately do; it provides an alternate lens for one to view the world through.

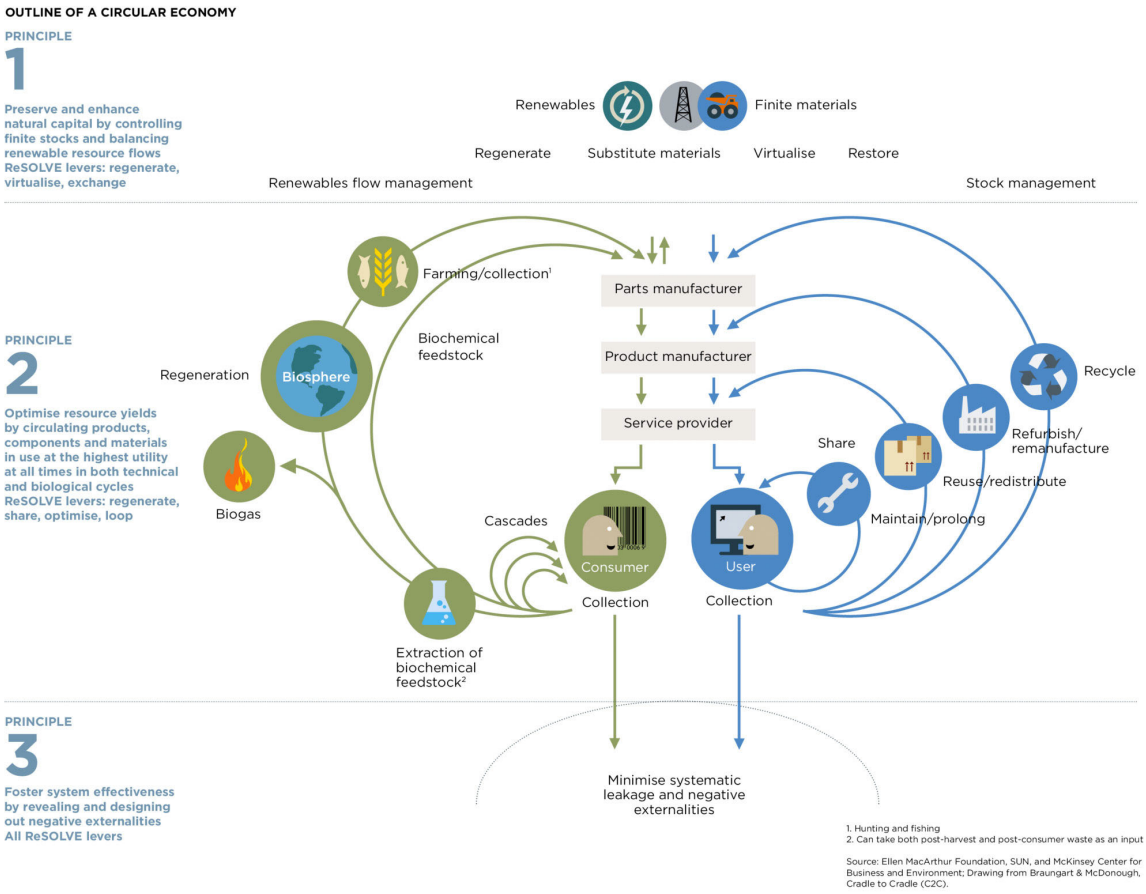

Fig. 2. "A circular economy seeks to rebuild capital, whether this is financial, manufactured, human, social or natural. This ensures enhanced flows of goods and services. The system diagram illustrates the continuous flow of technical and biological materials through the 'value circle'" (Ellen Macarthur Foundation, n.d.).

Through the use of a circular economy, the concept of Eco-pedagogy can be taught in such a way as to combine curriculum topics throughout home economics education as a whole. While enabling students to further understand how interconnected the topics truly are, it also reveals how complex our relationship with the world can be. Overarching concepts such as recycling, sustainability and the environment can be used to tie the areas together through projects, assignments, and course work. "An intrinsic aspect related to the mission of home economics is to address the complex interrelationships among people, society, and the environment" (Vaines, 1985, p. 71). The areas of Home Economics are unique in their content and can be viewed as interconnected at multiple levels.

Family and Society

In the course *Family and Society* from the grade 10 BC curriculum, one of the big idea concepts is "social, ethical, and sustainability considerations impact [on] service design for individuals, families, and groups" (BC's New Curriculum, 2018), a concept that aligns with eco-pedagogy.

When teaching family and society content through an Eco-Pedagogy lens, teaching strategies could incorporate and combine many of the concepts included within the stated curricular competencies including: understanding context through research and observation, examining service design challenges that impact families, and generating ideas to enhance concepts (BC's New Curriculum, 2018). Specific teaching strategies might vary depending on students, schools, and communities, and be altered to incorporate additional themes and concepts along with community initiatives and values.

Particular concepts for teaching Eco-pedagogy could include zero waste living models and low impact lifestyle challenges. Through the model of zero waste living and exploring why someone might decide to have this lifestyle, students could reflect and examine personal and community practices currently in place and explore how such waste could be reduced in future. While inquiring into these practices, students might explore other families, communities, and countries, and their best practices that follow zero waste or low waste initiatives. Teaching concepts such as repurposing and recycling can be examined starting with exploring how other countries, culture and communities implement recycling and reusing methods. Sweden, for example, has an excellent recycling program to study and explore. Students could develop a classroom or school recycling plan; existing recycling, reducing, and reusing concepts and plans could be examined and used as inspiration to build upon.

Gardening and its positive impact on individuals and communities could be incorporated within Family Studies as a form of studying the mental and physical benefits of the activity. Through exploration of how gardening enhances social and emotional aspects of one's well-being, students might work with others in a school garden, home garden, or community gardens to experience and observe this aspect first hand. "Digging, mowing, raking and lifting will all burn off calories and keep your muscles in tone. Bending over and stretching repeatedly provides similar benefits to an exercise program. Gardening activities help to keep the heart healthy" (Jonsson, 2007). An assignment with a garden focus would not only touch on family and society content, but also on food and nutrition themes, physical education standards, and volunteer activities within a community, all with an Eco-Pedagogy lens. Working with the learning outcomes found in *Family and Society 10*, students can explore and reflect on career-life roles, personal growth, and initial planning for preferred career-life pathways, and can analyze how gardening contributes to their personal growth as it fosters positive physical and mental health. Transferable skills and traits such as patience, task sequencing, cooperation and diligence learned in gardening can be assessed for use in future careers.

Eco-pedagogy Teaching Resources for Family and Society

Zero Waste Lifestyle Website: https://www.goingzerowaste.com/
Low Impact Living Website: www.lowimpact.org
Opinion: Zero Waste Lifestyle - Article: https://www.thestar.com/life/homes/2017/10/23/zero-waste-lifestyle-is-healthier-easier-cheaper-than-you-might-think.html
The Soap Dispensary, Vancouver, BC: https://www.thesoapdispensary.com/
Waste Reduction in Canada Initiative:
https://wrwcanada.com/en
Zero Waste Town in Japan: https://www.scmp.com/news/asia/east-asia/article/2072602/japans-zero-waste-town-so-good-recycling-it-attracting-foreign

Recycling in Finland: https://www.infopankki.fi/en/living-in-finland/housing/waste-management-and-recycling
Sweden's revolutionary recycling: https://www.independent.co.uk/environment/sweden-s-recycling-is-so-revolutionary-the-country-has-run-out-of-rubbish-a7462976.html

Competencies for students to refer to and check off throughout the course of eco-pedagogy teaching strategy assignments and projects with a focus on family and society.

Creative Thinking Checklist:

- I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials
- I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks, and use them to advance my thinking
- I get ideas when I play. My ideas are fun for me and make me happy
- I get ideas when I use my senses to explore
- I have interests and passions that I pursue over time

British Columbia Ministry of Education. (2018). Creative Thinking Competency Profiles Retrieved from BC's new curriculum website: https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/CreativeThinkingCompetencyProfiles.pdf

Food and Nutrition

Food and Nutrition in the grade 10: BC Curriculum has a big idea concept of "social, ethical, and sustainability considerations impact [on] service design for individuals, families, and groups" (BC's New Curriculum, 2018). This same big idea concept is found in *Family and Society 10* curriculum. Curricular competencies such as concepts of evaluating a variety of materials for effective use and potential for reusing, recycling, and biodegradability all align with an Eco-pedagogy focus and theme. Many of the competencies for foods and nutrition can be explored using kitchen scraps from weekly foods labs as students inquire about minimizing waste and maximizing the potential for what could be considered waste. Through further explorations into sprouting, working with scraps, and gardening, with the focus on recycling and reusing methods, students could develop plans for recycling within their home, school and the wider community. Existing recycling and reusing concepts could be examined from other cultures, countries, and communities, and be used as an inspiration for students to seek, build on upon and potentially improve.

Topics for further exploration include: inquiry into urban gardening, ecology on a farm such as symbiotic farming, local food movements and food miles, seasonal eating and produce harvests, changing technologies on farms such as hydroponic farming, employment in the agricultural sector, and edible wild and indigenous plants in local forests and parks. All of these topics can cover food and nutrition curriculum content, and do so with an eco-pedagogy focus, seeking to further understand concepts with cross curricular opportunities.

Field trips and field experiences such as farm visits to an apple orchard, animal farm, or a pumpkin patch could enable students to see and experience a working farm first hand and gain further agricultural perspective and context. Through further understanding of daily tasks required on a farm, and the steps involved in getting food from farm to table, it would provide further appreciation of food that is eaten on a daily basis. Within the Vancouver and BC areas, outings to the UBC farm could be incorporated as well as potential trips to local farmers markets to provide student access to local farmers and food producers. Other options might include a honeybee center to explore pollination and honey production, and involvement in the various agricultural activities funded by local organisations such as *Planting a Promise* or *Spuds in Tubs* programs funded by BC Agriculture in the Classroom.

One specific activity to teach Eco-pedagogy within the foods and nutrition classroom is recycling, propagating, and saving seeds from food scraps. Food scraps and seeds can be saved and harvested from foods labs that students take part in, and potentially even a school cafeteria, ensuring that scraps and seed saving follows food safe guidelines. Sprouting is a budget friendly activity utilizing inexpensive beans and seeds with water. It utilizes minimal space and is low in cost. Yet, it produces relatively quick results that can be seen and the sprouted seeds would be a great introduction to healthy eating exploring protein alternatives in salads. Through scrap collection within the foods classroom, soup stock could be made to be used in future foods labs and recipes. The process of growing and cooking using kitchen scraps enables students to make personal critical connections to food manufacturing systems. Students can develop their own inquiry into food production waste, and ways food waste can be used. Through scrap use initiatives students could learn further about using all components of a food item, moving beyond what someone might see as the edible part of an item and recognize the value in all parts. Activities such as this could touch on food themes such as nutrition, marketing, and food systems, ensuring a holistic understanding for students.

Through a classroom, or school subscription to a *Community Supported Agriculture program* (CSA), students can examine the economical impact of CSA programs on local farmers. Taste testing can be done between locally grown food products versus imported food products to provide opportunities for student analysis while being conscious of classroom and course budgets. Further, students can critically examine the economical impact on local producers and environmental impact of importing food's carbon foot print on communities and the wider world. Following this exploration and inquiry, students might research adaptations to recipes to incorporate local and seasonal food; a learning outcome of this activity would be further exploration of simple and complex global food systems and how they affect food choices, including environmental, ethical, economic, and health impacts.

Eco-pedagogy Teaching Resources for Food and Nutrition

Kitchen Scrap Reuse Article: https://lifehacker.com/top-10-clever-ways-to-repurpose-your-kitchen-scraps-1785661793
Reducing Food Waste Article: https://www.cbc.ca/passionateeye/m_features/15-canadian-initiatives-trying-to-reduce-food-waste
Code of Practice Hygienic Sprouting Seeds: http://www.inspection.gc.ca/food/fresh-fruits-and-vegetables/food-safety/sprouted-seeds/eng/1413825271044/1413825272091
Vancouver Farmers Markets: http://eatlocal.org/

Planting a Promise with BC Agriculture in the Classroom: https://www.bcaitc.ca/planting-promise Spuds in Tubs with BC Agriculture in the Classroom: https://www.bcaitc.ca/spuds-tubs
Competencies for students to refer to and check off throughout the course of eco-pedagogy teaching strategy assignments & projects with a focus on food & nutrition. Social Responsibility Checklist: • With some support, I can be part of a group • I can participate in classroom and group activities to improve the classroom school, community, or natural world • I contribute to group activities that make my classroom, school, community, or natural world a better place • I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change • I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change British Columbia Ministry of Education. (2018). Creative Thinking Competency Profiles Retrieved from BC's new curriculum website: https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/CreativeThinkingCompetencyProfiles.pdf

Textiles

A common theme within the textiles and apparel industry currently is the concept of sustainability; this aligns with a big idea within the grade ten *Textiles* BC Curriculum of "social, ethical, and sustainability considerations [and their] impact [on] design" (BC's New Curriculum, 2018). This theme of sustainability here is carried through from *Food and Nutrition 10*, with a focus on environmental sustainability. Curricular competencies within this course, and topic, include concepts such as user-centered research, identifying possible constraints as well as sources of inspiration, sources of feedback, technologies, and impacts on design. Through the following possible teaching strategies, many of the competencies for *Textiles* can be touched on using an eco-pedagogy mindset as student's progress through the process of design thinking through textile inquiry and its impact on the environment.

Textile recycling can be a way for student to explore a circular economy with an apparel and clothing focus. Through examination of the circular economy, and what it means for textiles and fashion, students could examine potential ways to reduce, reuse, and recycle garments and textile waste. Inquiry into textile waste could include conceptualization for repurposing textile waste and used apparel that involves mending, altering and repurposing concepts. The circular economy for fashion follows a circular economy concept as a whole; within fashion, circular economy concepts involve understanding fast fashion and its potential for negative impact on communities, both local and global. Through this exploration, students can explore alternatives

to a fast fashion culture such as the slow fashion movement, what is involved in these movements and why they have become movements.

Key Principles of a circular economy for fashion include: designing with a purpose and for longevity, designing for resource efficiency, biodegradability and recyclability, source and produce more locally, without toxicity, source and produce with efficiency, renewables, make ethical decisions, provide services to support long life, reuse, recycle or compost all remains, collaborate well and widely, use, wash and repair with care, consider rent, loan, swap, second-hand or redesign instead of buying new, buy quality as opposed to quantity (Circular Fashion, 2018). These principles can be examined and compared to eco-pedagogy principles, as students seek to further understand the principles themselves and why they might have been selected. To gain further understanding students might explore a favourite or known clothing brand and how it might align with the above principles.

Textile recycling initiatives have gained further recognition with many businesses repurposing used and worn textiles into new clothing and accessories for consumer purchase. Clothing and textiles can be repurposed in many ways to bring them new life, this includes waste being broken down and repurposed into cleaning cloths or insulation, being used in alternative ways by textile artists, and even turned into playground flooring. Some clothing companies have in house textiles and garment recycling programs where they will take back used and worn clothing or accessories. H&M has an in store collection program where used apparel is sorted for repurpose depending on its degree of wear. Other companies such as Patagonia encourages customers to have their clothing repaired to extend life, with other option being gear traded in when it is no longer needed or used, and recycling garments when they have reached the end of their life (Patagonia. n.d.). Through textile recycling initiatives students might choose to explore, they may inquire into how textiles in their lives could be recycled and brought new life for future alternate uses, as well as including tips to keep in mind for purchasing apparel with the idea of supporting recycling programs for textiles or apparel.

Textiles and food and nutrition courses can be linked through using plants and even food scraps to dye fabrics. This initiative would touch on the learning outcome of exploring economical and ethical factors and considerations in textile production and consumption found in *Textiles 10*. Natural plant fibres could be used to teach student traditional weaving techniques; through this supported activity student could learn about plant fibres, the eco systems in which they grow and thrive, as well as about traditional ways of knowing and other cultures such as Aboriginal cedar weaving. Through learning to use natural plant dyes and weaving with natural fibres such as Cedar bark, students could examine ethical ways of textile production and how textiles have been produced historically as well as in different cultures, and how textiles are currently produced in present day. Students can follow their interests into exploring a variety of plants and extracting color concentrates through the fruit, root, leaf, or stem. Additionally, students could critically analyze indigenous ways of harvesting materials from plants while building further respect for agricultural crop and preservation of nature.

Eco-pedagogy Teaching Resources for Textiles

Fab Cycle, Vancouver, BC: fabcycle.ca
Fashion Revolution:
https://www.fashionrevolution.org/about/get-involved/educator/education/

Textiles are the next frontier in recycling for cities looking to cut waste - Article: https://www.cbc.ca/news/technology/textile-recycling-1.3569138 Rise of Mending - Article: https://www.theguardian.com/lifeandstyle/2014/may/19/the-rise-of-mending-how-britain-learned-to-repair-clothes-again Circular Fashion, Concept and Resources: circularfashion.com Native Shoes Repurposing: https://www.nativeshoes.com/blog/the-remix-project Maiwa, a source of natural fabric dyes and textile production in other cultures: https://maiwa.com/ H&M Recycle Your Clothes: https://about.hm.com/en/sustainability/get-involved/recycle-your-clothes.html
Competencies for students to refer to and check off throughout the course of eco-pedagogy teaching strategy assignments & projects with a focus on textiles. Critical Thinking Checklist: • I can identify criteria that I can use to analyze evidence • I can reflect on and evaluate my thinking, products, and actions • I can explore materials and actions • I can consider more than one way to proceed an investigation • I can develop criteria for evaluating design options • I can make choices that will help me create my intended impact on an audience or situation British Columbia Ministry of Education. (2018). Creative Thinking Competency Profiles Retrieved from BC's new curriculum website: https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/CreativeThinkingCompetencyProfiles.pdf

Conclusion

When planning to integrate Eco-Pedagogy initiatives, there are certain school-based challenges to plan for, and pre-conceived student notions to account for. Practicing community gardening may present many challenges between the cost of supplies and permission for ground usage and union conflicts regarding ground maintenance. Participating in gardening programs offered by organisations often provides support in knowledge, lesson planning and supplies. However, such programs often have limited spots, long waitlists or may require lengthy applications in which teachers be hindered to apply. Students in urban cities may struggle with the concept of gardening as they lack connection and experience working in the garden. Students often perceive dirt and soil negatively with a disassociation that it is where their food was grown from. Gardening as a hands on learning method to study Eco-pedagogy may be a challenge with student's distorted notion of how edible vegetables should look but also highlights the need for education to connect ours students with where their food comes from.

When planning to integrate Eco-Pedagogy concepts and themes within classroom content, the educator might first plan for and question how students might respond to certain learning activities and determine how best these activities might be integrated within the classroom. This could lead to questions being posed to students and supporting educators about how students might respond to Eco-Pedagogy as a whole, as well as circular economy concepts. To

implement Eco-Pedagogy concepts into the average education setting, bridging Home Economics topics and content in interconnected ways could potentially pose a challenge, involving multiple educators and classrooms, would requiring thorough planning.

Eco-Pedagogy and guiding concepts of eco-pedagogy can be woven into many of the themes and curricular content covered within Home Economics education under the topics of family and society, food and nutrition, and textiles while creating further connections within the area of study itself. Many current trending lifestyle concepts in society that students may have heard of can be used as leading themes as a way to teach content with an eco-pedagogy theme and focus, while making connections with students' daily lives. "Let ours be a time remembered for the awakening of a new reverence for life, the firm resolve to achieve sustainability, the quickening of the struggle for justice and peace, and the joyful celebration of life" (The Earth Charter, n.d.).

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Canada – Kenya Partnership for Home Economics Education

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Abstract

This paper presents initial findings from a collaborative project involving three home economists, two from Canada and one from Kenya. The purpose was to review the proposed curriculum revisions for Kenya, prepare a position paper for submission to the Ministry of Education-Kenya and make recommendations for implementation of the new reforms in home economics education. We identify positive directions for home economics education in the Kenya Basic Education Curriculum Framework, highlight some issues and concerns that were addressed to the Ministry of Education-Kenya, and outline actions taken and proposed for the future.

Introduction – Colleagues Meet to Envision a Possible Project

The germ of an idea for a collaborative project began around 2014 and languished for a couple of years until March of 2016 when we started email communication about possible topics. Our first thoughts were on food security, gardening and life skills beginning with a discussion of a specific food investigation (stinging nettles) and then considering a collaborative action research project with a group of women. We decided to focus on a curriculum partnership since all three of us had a background in curriculum and pedagogy in home economics education. The following email from Jennifer helped us focus:

> *My interest would be travel to Canada and benchmark on a number of things including new developments -- those Home Economists who are struggling to save the ideals that we have always promoted. Is the profession dying and what is emerging as an alternative?*
> *Here in Kenya we are reviewing our national curriculum as a nation. Home economics as a subject in Primary and Secondary Schools might be revived/strengthened. It is in secondary school curriculum but not all schools offer it.*
> *What is your take on this idea? Are there groups in Canada that are still going strong despite changes in the family and communities in the last 30 or so years?* (W.J. Khamasi, personal communication, October 26, 2016)

We continued to explore this possibility by discussing a possible project to do with improving curriculum and instructional practices possibly modelled on a past project on home economics curriculum across Canada (Peterat & Khamasi, 1996). Since our intent was education related, we also discussed whether our Kenyan member might be able to travel to Canada as part of the Canadian Symposium on Home Economics/Family Studies Education in Vancouver in 2019.

Background to the Study

We began to explore the opportunities for research presented by the proposed national curriculum reform in Kenyan home economics education that began in 2017. The reform was spearheaded by the Kenya Government through the Kenya Institute of Curriculum Development

(KICD) and extends from Kindergarten to Grade 12 under *Basic Education Curriculum Framework* (BECF) (2017). Changes were proposed in the structure of education system from 8 years of primary education, 4 years of secondary and 4 years of university education (8-4-4); to 7 years of primary education, 3 years of middle school, 3 years of secondary education and possibly 3 years of university education (7-3-3-3).

The 8-4-4 system had been introduced in 1985 and was meant to offer diversified curricula aimed at promoting education for self-reliance. The system contributed to expansion of home economics education in Kenya for about two decades (1980 to 2000). Home Economics was made compulsory in primary schools and was offered in many secondary schools. In that period, training of home economics teachers for secondary schools scaled up. Home economics teacher education degree programs were launched in four universities and the middle level colleges that trained home economics teachers increased from one to three.

National curriculum planning, development, implementation, monitoring and evaluation are normally multifaceted processes. Due to difficulties experienced during the implementation of the 8-4-4 system of education, the national curriculum was reviewed and changed in 1992, 1995 and 2002. The reviews were not supportive of practical subjects. This negatively affected the home economics curriculum and home economics teacher education programs. The number of secondary schools that offered home economics in the 1990s were reduced significantly by 2002, mainly because of inadequate government funding. The reduced funding was attributed to effects of the economic structural adjustments that took place in the 1980s (Swamy, 1994). Teachers Service Commission stopped recruiting home economics teachers from 2005, an action that contributed to reduced enrolment in post-secondary training colleges offering home economics related courses. By 2009, the number of secondary schools that offered home economics had again declined and very few students opted for home economics courses in tertiary institutions. For that reason, two universities stopped training home economics teachers and those that continued had to introduce a second teaching subject (mostly math, biology or chemistry) for home economics teachers.

In 2009, a summative evaluation of the 8-4-4 curriculum (KIE, 2009) described it as too

academic and examination focused and therefore not meeting the expectations of equipping the learners with entrepreneurial skills for self-reliance. The curriculum was also faulted for not providing "flexible pathways for identifying and nurturing the talents and interests of learners early enough to prepare them for the world of work, career progression and sustainable development" (KIE, 2009, pg. 9). For this and other reasons, Sessional Paper No. 1 of 2015 recommended educational reforms that would:

> provide for the development of the individual learner's potential in a holistic and integrated manner, while producing intellectually, emotionally and physically balanced citizens. It further recommends a competency based curriculum; establishment of a national learning assessment system; early identification and nurturing of talents; the introduction of national values and national cohesion and their integration into the curriculum; and the introduction of three learning pathways at senior school level (KIE, 2009, pg. 9).

The Kenya Government is currently institutionalizing curriculum reforms under the *Basic Education Curriculum Framework* (BECF) (2017) and the vision is "to enable every Kenyan [child] to become an engaged, empowered and ethical citizen" (pg.20). The Framework recommends that home economics education and other technical and vocational subject clusters be included in the primary and secondary school curriculum. This means that the primary and secondary school teacher education curricula have to change.

One change at the senior secondary level in the BCEF changed home economics categorization, previously placed under Science, Technology, Engineering and Mathematics (STEM). It was moved to the Applied Sciences Option which includes: Foods and Nutrition and Home Management. Clothing Technology is listed under the Technical and Engineering option; whereas Garment Making and Interior Design, and Food and Beverage are listed under Career and Technical Studies option. Our assumption is that the curriculum reforms will give home economics as a field of study in Kenya the prominence it merits, and the opportunity to contribute to the revival of careers in home economics related areas.

Revival of home economics as a field of study and as a practice is as critical today as it was in

1963 when the Republic of Kenya was created. In 1963, Kenya was emerging from more than 80 years of colonial past with a population of 8.9 million (www.populationpyramid.net); the majority of the adult population could not read or write; and poverty, disease and ignorance were identified as the greatest enemies of the Republic (Republic of Kenya, 1965) and, therefore, obstacles to human development.

Over the last five decades Kenya has struggled to eradicate poverty and disease through various development plans that include education for all, health services for all, water and sanitation, appropriate agricultural technologies and access to low interest credit among others. In 2017, the population was estimated to be more than 48 million, with the majority being under 25 years of age. A 2015 adult literacy survey showed that literacy levels had improved to 78% for the population aged 15 years and above (PopulationPyramid, 2015).

It is important to note that significant progress has been made in Kenya particularly in the areas of education and health. However, the prevalence of HIV and AIDS across different populations, rising levels of communicable and non-communicable diseases, rural-urban migration, environmental degradation and health problems have increased (Republic of Kenya, 2012) and contribute to a vicious cycle of poverty and disease at household level. Home economics education encompasses a wide mandate some of which include facilitating individuals and families mitigate the health-related challenges some of which are mentioned above.

Support from the Canadian Home Economics Foundation (CHEF)

A Skype call between the three of us on November 2, 2016 gave us the impetus to apply for funding. In order to have a community project, we thought we needed to have a working relationship with an existing group. We revisited the idea of reviewing the national curriculum and ended with this guiding thought:

> *Let us know what is doable from your perspective. The project initiative can't come from us. It has to be something that isn't forced, and that fills an existing need. It has to work for you and has to come from you.* (M.L. de Zwart, personal communication, November 2, 2016).

After this fruitful discussion, we were able to refine the details of the partnership project in order to make an application funding to the International Development Engberg-Fewster Award administered by the Canadian Home Economics Foundation [CHEF]. It is a registered charity under federal legislation, established in 1981. Its mandate is to support home economists as they work to improve the quality of life of Canadians and provides grants for home economics

research and educational and service projects, as well as support for professional post-secondary education and training.

CHEF operated as an arms-length committee of the Canadian Home Economics Association [CHEA] until that association dissolved in December 2003. CHEF continued and today has a permanent executive committee of six members operating out of Manitoba that considers all funding requests and administers various funds. Nine appointed provincial trustees promote the Foundation in each of their provinces. Their positions are largely representative. As the field of home economics / human ecology / family studies continues to change, the Foundation has been the recipient of bequests from various estates. Individuals also donate money. In the year ending April 30, 2018 (the latest year for which figures are available), $97,759 (note that this figure includes $66,254 from the estate of Verna Mary Lefebvre. The amount for the previous year was $38,967.) was received by the Foundation and $43,214 was awarded as grants.

The International Development (Engberg-Fewster) Award (Canadian Home Economics Foundation, http://www.chef-fcef.ca/grants/grants_efid.html) provides grants to support projects carried out in the developing world by Canadian home economists and professionals in related fields (individuals, teams, or organizations; graduates from a university program in home economics, human ecology, nutrition, family studies, consumer studies, and related areas). Dr. Lila Engberg and Dr. Jean Fewster, two home economists from the Prairie Provinces of Alberta and Saskatchewan donated the money for the ID Award. Both women had extensive careers in international development. Engberg holds a B.Sc. from the University of Alberta, M.Sc. from Iowa State, and Ph.D. from Cornell. She worked extensively in various African countries including Malawi and Ghana and retired from the University of Guelph. She has many friends and colleagues all over the world. The late Jean Fewster (1924-2015) held a bachelor's degree in Home Economics from the University of Saskatchewan, and a master's degree and doctorate in home economics journalism/mass communication from the University of Wisconsin. Her distinguished international career included fifteen years with the Food and Agriculture Organization of the United Nations.

Terms of Reference for the ID award include:

- up to $4000 available yearly
- must involve a Canadian home economist / human ecology / family studies professional
- intended to benefit international home economics work
- may be used to bring a home economist from a developing country to Canada
- application deadline is March 21, World Home Economics Day

The first award was made in 2006 for a fruit-growing project in Malawi (the personnel moved, and the funds had to be returned to CHEF). Previous awards have been for family research in Brazil and a sewing project in Peru.

Early in 2017, we prepared a first grant application. The following is excerpted from the initial project description submitted to CHEF:

> We are seeking funds to support a collaborative project that will assist with supporting home economics education in Kenyan schools. In the past thirty years there has been little support for home economics in schools and it has dwindled as a school subjects.

> However there currently is an initiative for education reform that recommends the reinstatement of home economics as a school subject. Our purpose is to work together to develop materials that will support implementation of the new education reforms. (de Zwart, Khamasi, & Smith, 2017/2018)

We proposed three cycles of action

- *Year 1 – prepare position paper fro submission to the Ministry of Education-Kenya making recommendations for implement of the new reforms in home economics education*
- *Year 2 – develop curriculum resources to support the new reforms (1 or 2 Kenyans come to Canada to evaluate Year 1 and make suggestions for the second phase of the project.)*
- *Year 3 – disseminate curriculum resources to home economics teachers throughout Kenya*

We were granted $3740 and discuss what we have been able to accomplish with these funds later in the paper.

Early in 2018, we applied for additional funding to allow Dr. Jennifer Khamasi to attend the Canadian Symposium on Home Economics/Family Studies Education to be held in Vancouver in 2019. Our request stated:

> The proposal is for Dr. Khamasi to attend the 2019 Canadian Symposium and present her curriculum research to the extent that it is available. Her presentation will be of considerable interest to educators across Canada, many of who are involved in home economics curriculum reform in their own provinces. There will be ample time for Dr. Khamasi to have discussion with Canadian educators. (de Zwart, et al., 2017-18)

As a result on March 21, 2018, CHEF granted us $1850 which assisted with air travel costs from Kenya to Vancouver.

Conceptualizing the Project as Action Research

We consider our project a form of action research. Action research [AR] in education is not new. While some suggest that it began in the early 1900s (McKernan, 1988; Whitehead, 1993), McFarland (1990) traces its beginning with Aristotle in the fourth century BCE who identified 3 intellectual virtues, episteme, theoria, and phronesis. Its lineage extends from Comenius in the late 1640s, to Rousseau, to Pestalozzi in the late eighteenth century, to Dewey, Montessori, and Lucy Sprague Mitchell in the late 1800s and early 1900s. Kurt Lewin, Social Psychologist defined the term in 1944 and conceptualized action research as a cyclical, dynamic, and collaborative process in which people addressed social issues affecting their lives. It is often described as collaborative action research (CAR), described as cooperation among a variety of contributors to explore questions of common interest. AR often arises from expressed needs by those who are most invested in the inquiry and its discoveries, and research is carried out in the relationship with them (Sagor, 1997). CAR is closely linked to action research (Peterat & Smith, 2001) and cooperative inquiry (Faust, Jasper, Kaufman & Nellis, 2014) both have been advocated as appropriate research practice for home economics/human ecology. Typically, CAR is an intuitive process of plan, act, reflect, re-plan, act, reflect and so on.

We describe our project as a collaborative action research (CAR) project (for Jennifer and her Kenyan team of six home economics teachers) with Mary Leah and Gale as co-learners. We

debated on what terms to use to describe Mary Leah and Gale. “Critical friends” (Cohlan & Brydon-Miller, 2014) is common language in action research with the role described as a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critiques of a person's work as a *friend*. The descriptor did not seem to fit our relationship with our partners so we settled on “co-learners” and “learning partners” as it implies people learning together and the collaborative construction of knowledge.

Chronicling Our Progress

CHEF PROJECT TEAMS MEETING DATES –MAY 2017 –DECEMBER 2018

Date	Action	Outcome and output
May 2017	CHEF funds released	Communication initiated between Canadian and Kenyan counterparts. Reading materials shared via email.
May –October 2017	Kenyan team is formed	• Discussions on the project initiated on phone and WhatsApp and email. • Basic Education Curriculum Framework-Kenya (BECF) circulated for review and discussions to both the Canadian and Kenyan team.
7th October 2017	1st face to face meeting by the Kenyan team held	• History and objectives of the CHEF project shared with the team members. • BECF document discussed in relation to proposed home economics curriculum. • Insights for the need for more information and tasks for follow-up discussed. • Agreed that team leader visit Kenya Institute of Curriculum Development and find out about the proposed curriculum implementation plan/secondary school component. The information would help shape the direction of the project. • Agreed to carry out a survey to find out ways in which home economics lecturers in teacher training colleges are involved in the piloting of the curriculum. The piloting process was on going. • Dialogue continued through social media, phone and email
October – December 2017	Questionnaire survey carried out	• To find out ways in which home economics lecturers in teacher training colleges are involved in the curriculum pilot project.

		The need for the survey was informed by the fact that the grades 1-3 curriculum was being piloted. The team needed to know what the teacher trainers know about the curriculum.
January 2018	Data analysis	• Despite the fact that very few target participants responded, none of them was involved in the piloting of the curriculum. This pointed to existing gaps in the curriculum development process; particularly lack of involvement of the teachers colleges who were supposed to be preparing student teachers for the same curriculum.
March 2018	Meeting in Vancouver	• Kenyan team leader had an opportunity to visit UBC and this created an opportunity for a meeting with the Canadian team members. • Progress report discussed.
9th May 2018	Visit to Kenya Institute of Curriculum Development	• Kenya team leader visited KICD as planned in October 2017. • This was a fact-finding mission given that the national curriculum development process seemed to have stalled. • Meeting was fruitful. Got an opportunity to brief the Director KICD on what the team was doing under the CHEF project. • Director recommended that the team leader be invited for future meetings meant to discuss home economics curriculum at KICD.
2nd June 2018	2nd face to face meeting by the Kenyan team held	• Team met to review progress made so far. • To receive a report on the KICD visit. • Plan for the next course of action – which included pending curriculum review activities. • Agreed to meet in December 2018; to continue dialoguing with KICD (write to the Director and brief him on project).
27th November 2017	3rd face to face meeting	• Four members of the team met to compare proposed foods and nutrition and clothing and textiles curriculum with the BC curriculum in preparation for the planned December 2018 meeting.
8th December 2018	3rd face to face meeting by the Kenyan team held	• Meeting held to discuss the output of the comparisons made and agree on the way forward
3rd January 2019	Skype meeting with Canadian team	• A Skype meeting was held to plan for the Canadian Symposium XV, Feb. 22-24, 2019

What We have Learned Thus Far

The Kenya Curriculum Partnership is not complete. The following points are intended to sum up what we have learned so far and provide some directions for future action.

1. **Don't be blinded by enthusiasm. Be aware of the politics of curriculum.**

Once we had settled on a project and obtained funding, we were excited to think about the possibilities for home economics in the new Kenyan curriculum after two decades of neglect. We assumed that the curriculum development and implementation process would be a *hop-step and jump process w*ith each piece of the puzzle neatly falling in place under the *Three Cycles of Action.* Then reality set in.

Our progress was impeded by conflicts:

a) Conflicts over who is driving the curriculum implementation and development of resources.

Kenya Institute of Curriculum Development is a state corporation mandated to drive all basic education (K-Grade 12) curriculum development, implementation, monitoring and evaluation processes. This calls for stakeholder participation throughout the process. In the case of Kenya, the process was politicized, in particular by the Kenya National Union of Teacher (KNUT) who seem opposed to the new curriculum concept.

b) Conflicts over resources

Once school curriculum is developed, the Government provides curriculum support materials such as key textbooks. The responsibility of identifying publishers with relevant materials to support the curriculum rests on the Kenya Institute of Curriculum Development. The publishers' participation has slowed the curriculum implementation process because there have been delays in the production of the required textbooks.

c) Conflict over the names of the subject area

The *Basic Education Curriculum Framework* (BECF) (2017) articulated the place of home economics education from K to Grade 12 very well but has not always used the term home economics. For example, at the lower primary level it is referred to as Hygiene and Nutrition; upper primary, Home Science; lower secondary, Life Skills Education (compulsory), Home Science (optional); upper secondary, home economics in the Applied Sciences; upper secondary, under The Science, Technology, Engineering and Mathematics Pathway, Foods and Nutrition, Home Management, Clothing Technology, Garment Making and Interior Design. When subjects are not directly related to home economics, for example, in the lower grades home economics is not defined as a specific subject area, there is danger of home economics topics being lost in other subject areas such as social studies and science. This could mean no demand for subject area specialists; which will be a loss for home economics professionals.

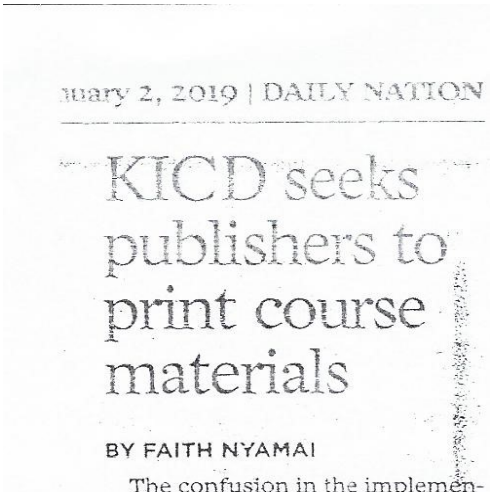
Goodson and Ball (2012) content that "subjects are not monolithic entities but shifting amalgamations of sub-groups and traditions" (p. 28). Curriculum decisions are political decisions with politics here referring to the wide range of informal influences and social processes. We realized that preparing to support and implement the new curriculum was going to be much more complicated than we anticipated. The following newspaper headlines from the Kenyan papers indicate the role that politics plays in curriculum making process.

Private schools and KICD clash over new curriculum

BY OUMA WANZALA

A showdown is looming between private schools and the Kenya Institute of Curriculum Development (KICD) over the piloting of a new curriculum in

We need ... to prepare for Grade 4 and that can only be done if



uary 2, 2019 | DAILY NATION

KICD seeks publishers to print course materials

BY FAITH NYAMAI

The confusion in the implemen-

Education > Publishers, schools and parents wonder what next after investing money in new curriculum

Uproar after ministry suspends new system

CS put off indefinitely host two national conferences as well

Education Cabinet Secretary Amina

on an internal evaluation of the curriculum to the national curriculum steering committee, which was

2. Unforeseen circumstances can get in the way

It happened that the funds for the project were released in May 2017 with presidential and parliamentary elections to be held in August 2017. The May-August 2017 period became the most politicised period in history of Kenya. The phenomenon disrupted day-to-day operations in most towns due to the numerous political rallies held across the country for presidential elections. In this regard, the Kenyan project team could not hold a meeting until after the conclusion of the August elections.

> *Kenyans get animated with election matters. University and all schools and colleges had to close for 2 weeks (opening on 21st August)… Voting day was a public holiday*. (W.J. Khamasi, personal communication, August 14, 2017)

Where Do We Go From Here

In a collaborative action research project such as the Kenya-Canada Curriculum Partnership, it would be premature to draw conclusions at this point in the project. We have concluded from our experiences so far that the revival of home economics in Kenya will take time and will not be a smooth process. We will therefore continue to modify our plans as needed and maintain the open, collaborative project that we have been able to establish so far.

An email from Jennifer sums up and reflects our progress: *"We are trying to move a mountain that is not yet formed -- we have energy adequate resources yet we have no content to work with and have no powers to move an agenda"* (W.J. Khamasi, personal communication, November 26, 2018)

We will continue to persevere with our project, while learning from each other.

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The Effect of Microcapsules on Functional Performance and Comfort of Bamboo/Cotton Fabric

Nagda Ibrahim Mady, Mohamed Abdel Moneim Ramadan, Mona Moussa Ghalep, & Randa Mohammed Gamal

Abstract

This study investigates the effect of micro capsulation process on the functional performance of the textile products composed of 100% bamboo, 100% cotton and bamboo/cotton 70% : 30% made by three different structural compositions (single jersey, fine rip, and interlock) Fiber no. 30/1 for all fabrics. All fabrics were treated with three concentrations of microcapsules and microcapsules add to aromatic lemon oil with (6%, 4%, 2%). The physical and Mechanical properties of the fabrics were measured for both treated and un treated samples including bursting strength, air permeability, water permeability, weight for each cm2, thickness, number of Wales, and columns. The impact of each concentration and the kind of treatment applied were analyzed to measure it on fabrics properties using the experimental method and measuring the variables. Variables with statistical significance were used to determine the differences between fabric types.

Results recoded that the ratio of bamboo fibers in blended fabrics had an impact on its properties. 100% bamboo and 70% bamboo 30% cotton had the highest air permeability values. Fabrics become more elastic with the increase of bamboo content in it, especially when the bamboo increased from 70% to 100% for all treated fabrics. Water vapor permeability increased also with the increase of bamboo fibers. It is higher in the blend 70%:30% bamboo/cotton and this may be related to the decrease of weight per cm2 and the decrease in thickness too.

The resulting fabrics were treated with micro capsulation technology to determine the most appropriate factors to study including the fabric type, structural composition and treatment material using the Radar Chart to evaluate the comprehensive quality of resulted fabrics.

Keywords: Microencapsulation; Bamboo/ cotton fabric; Functional Performance

Introduction

The demands from fabrics have changed with the developments in technology and the rising living standards. Bamboo textile products are having high demands in the market because of their anti-bacterial nature, biodegradable properties, high moisture absorption capacity, softness and UV protective capability (Majumdar, Mukhopadhayay, Yadav & Kumar Mondal, 2011). Life standards are getting higher. The demands of people in all areas are increasing as are the requirements regarding new textile materials with new or improved properties which are important for the required higher comfort.

Bamboo fibres are an environmentally friendly fiber extracted from bamboo which is renewable, fast growing, degradable and does not occupy cultivated land (Chidambaram & Govindan, 2012). Bamboo fiber is a kind of regenerated cellulose fiber, generated from bamboo pulp. Bamboo fiber is famous as the natural, green and eco-friendly textile material. Bamboo fiber has some distinctive properties such as natural anti-bacterial and breathable. Bamboo fibers are also important for clothes and other textile applications such as filters and medical applications (Gun, Unal & Unal, 2008). Fabrics made of bamboo fibers have been growing in popularity because it

has many unique properties and is more sustainable than most textile fibers. Bamboo fabric is light and strong and has excellent wicking properties. Bamboo fabric is very soft and can be worn directly next to the skin. Bamboo fabric is a natural moisture wicking agent as the cross section of a bamboo fiber is filled with multiple micro holes and micro gaps. Moisture is taken from the body, on contact, and then instantly evaporates. Bamboo is naturally cooler in summer and warmer in winter. Hence, bamboo fabrics were chosen for the study due to increase of the UV- protecting abilities of fabric by means of fabric structure (Karahan, Ökten, Seventekin, 2006). Bamboo fiber can be used alone or in blends with other fibers (such as terylene, nitrile, ramie, wool, Tencel, rayon, cotton, silk, modal, etc.) according to the product required (Sri Vidhya & Bhanu Rekha, 2012). It is found that 100% bamboo fabric exhibits better performance than bamboo/cotton (50:50) blended yarn fabrics. One of the most important aspects of clothing is comfort. Properties like thermal resistance, air permeability, water vapor permeability and liquid water permeability are critical for improved properties which are important for the required higher comfort.

The abundance of plants on the earth surface has led to an increasing interest in the investigation of different extracts obtained from the traditional medicinal plants as potential sources of new antimicrobial agents (Dhiman & Chakraborty Dhiman, 2015). Micro-encapsulation is the method of incorporation of various non-toxic, biocompatible and biodegradable substances, which can be liquid or solid in nature, within shell material, thus forming microcapsules (MC) targeting to produce bio functional textiles fixing microcapsules into fabrics and holding them in place during washing and wearing (Thilagavathi & Kannaian, 2010).

Microencapsulation is the process of surrounding or enveloping one substance within another substance on a very small scale, yielding capsules ranging from less than one micron to several hundred microns in size (Jyothi Sri, Seethadevi, Prabha, Muthuprasanna & Pavitra, 2012). For microcapsule adhesion to fabrics, the binder is most important because this material holds capsules on the fabric surface, and the higher the quantity of resin the more capsules remain on the fabric (Azizi, Chevalier & Majdoub, 2014). Aromatic oil lemon is known to have many physiological activities such as anti-inflammation effect and antibacterial. On one hand, research has shown that the process of packaging or washing of aromatic lemon oil does not cause any deterioration in essential oil and the results indicated that there were no significant changes during the conversion of micro capsules, and that the biological activity of aromatic oil was not affected by the process of microencapsulation. On the other hand, the ability of aromatic oil coated with micro-capsules was discovered to maintain its anti-fungal activity during storage and the effectiveness of oil activity after a number of repeated wash cycles. (Bolzan, 2009).

Material and methodology

Materials

In this study, the material used in this research work is as follows:
fabric: Three knitted fabric bamboo100% & cotton100% and bamboo-cotton (70%:30%) fabric, knitted fabric samples were manufactured with three fabric types (single jersey & Rib and Interlock)

chemicals: Materials used to develop the preparation method for microencapsulation, the aromatic oil lemon droplets are as follows: the first core material was Beta Cyclo Dextrin, Ethyl

alcohol were used as the oil soluble surfactant. and citric acid were used as the reactants to form the microcapsule shell. These chemical species were used as received.

Methods

Preparation: Fabric manufacturing:

Three textile compositions were made of knitted fabric (Singles, Jerrsy, Rib, Interlock) using 100% bamboo yarn, 100% cotton, 30% cotton, 70% bamboo. Thread thickness 30/1 Ne for all yarns, kimiang knitting machine with 28 gauge, model, 15-inch diameter, 45 feeders and with total number of needles equal to 1320. The loop length was kept constant at 3 mm value for the all knitted samples with medium speed 30 rpm, the yarn input tension was kept constant at a value equal to 3 CN

Treatment of fabric with microencapsulation:

The fabric was treated by pad-dry-cure method. the fabric samples were padded. The fabric was treated with three concentrations of microcapsules and three concentrations of microcapsules combined with aromatic lemon oil (2 %, 4 %, 6 %)

Fabric finishing with microencapsulation by pad-dry-cure method:

The fabric samples were padded with microcapsules were used to finish one meter of fabric. the fabrics were immersed in different concentration of the core material (20 , 40 , 60 g / L) Beta Cyclo Dextrin with (6 g) citric acid for 30 min once with aromatic oil lemon and again without it. After 30 min, the fabric was air dried in oven under 80° C and then the fabric was roasted at 120 ° C to install the capsules on the fabric.

Test and analysis methods

physical - mechanical measurements:

After keeping the finished samples 72 h in standard conditions (relative humidity = 65 + 2% temperature = 20 + 2 C), the fabric properties were measured. The fabric ball burst strength and air permeability (at 125 Pa) were evaluated in accordance with the standards of ASTM D6797 and ASTM D737 respectively. In addition, water permeability was measured using ASTM E 96 – ‘‘Standard Test method for Water permeability, Weight per square meter, Number of Wales and Number of columns, thickness of untreated fabrics and treated fabrics, According to Standard Test method.

Results and discussion

Table (1): Effect of study factors on weight per square meter:

Variables	Levels	Average	standard deviation	Arrangement
Type of material	Cotton 100%	233.36	77.45	1
	Bamboo 100%	213.86	76.93	3
	Mixed Bamboo 70% Cotton 30%	228.64	71.91	2
Histological composition	Singel	164.21	17.33	3
	Reeb	187.64	28.28	2
	Interlock	324.00	23.87	1
Treatment material	Without treatment	212.67	71.63	5
	2 % without	204.67	75.60	7

	4 % without	210.11	72.08	6
	6 % without	219.78	77.31	4
	2 + % oil	227.67	76.02	3
	4 + % oil	239.00	80.37	2
	6 + % oil	263.11	78.93	1

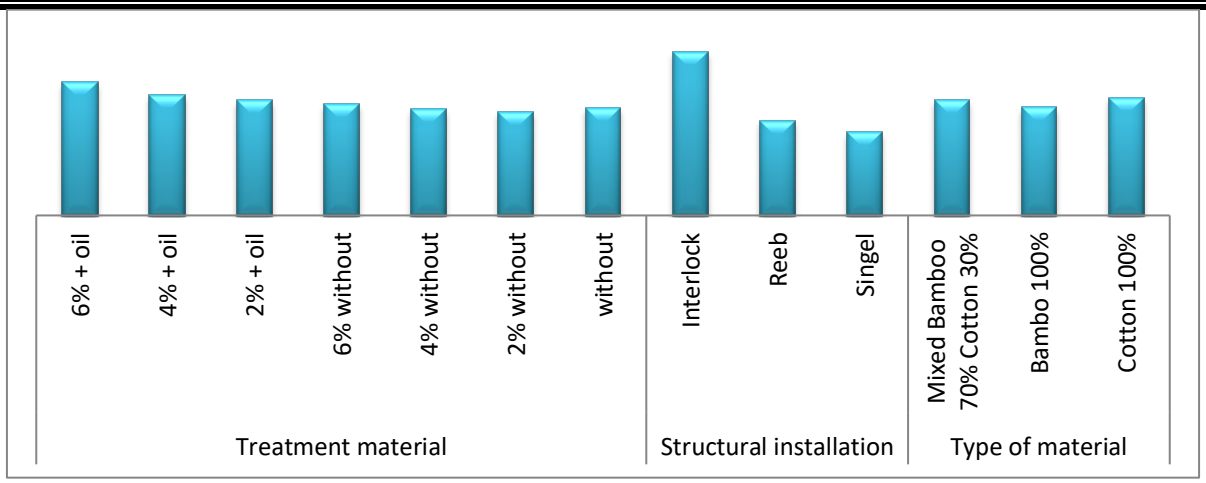

Fig. (1): Effect of study factors on weight per square meter:

Weight (g / m2) As shown in the previous graph, the type of fiber and the type of fabric have a significant effect on weight (g / m2) for all knitting samples. In order of raw material (100% cotton, 70% bamboo, 30% cotton, bamboo 100%). Structural composition arrangement (Interlock, Rib, Single) Sort processing type (6% + oil, 4% + oil, 2% + oil, 6% without, 4% without, 2% without)

Table (2): Effect of study factors on the number of Wales

Variables	Levels	Average	standard deviation	Arrangement
Type of material	Cotton 100%	401.42	106.43	3
	Bamboo 100%	447.92	122.39	1
	Mixed Bamboo 70% Cotton 30%	418.97	111.90	2
Structural composition	Singel	427.37	110.52	2
	Reeb	386.50	105.24	3
	Interlock	454.44	119.33	1
Treatment material	Without treatment	165.92	18.23	7
	2 % without	465.73	47.12	4
	4 % without	467.02	50.46	3
	6 % without	455.00	47.38	6
	2 + % oil	473.14	45.30	1
	4 + % oil	472.21	42.28	2
	6 + % oil	460.37	43.79	5

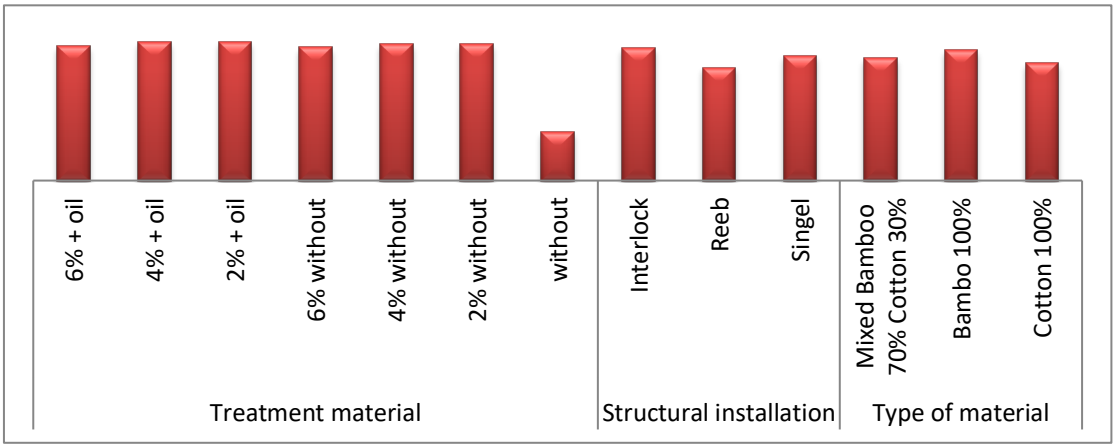

Fig. (2): Effect of study factors on the number of Wales

From the previous figure we find that the order of the material type (Bamboo 100%, 70% Bamboo, 30% cotton, 100% cotton) and the structural composition (Interlock, Single, Rib)

Table (3): Effect of the study factors on the number of columns

Variables	Levels	Average	standard deviation	Arrangement
Type of material	Cotton 100%	379.76	109.44	1
	Bamboo 100%	314.12	70.14	3
	Mixed Bamboo 70% Cotton 30%	354.44	88.95	2
Histological composition	Singel	331.50	78.17	2
	Reeb	404.69	99.90	1
	Interlock	312.13	77.55	3
Treatment material	Without treatment	173.14	42.27	6
	2 % without	380.37	60.15	3
	4 % without	383.89	62.59	2
	6 % without	397.77	69.53	1
	2 + % oil	374.07	66.57	4
	4 + % oil	356.48	43.74	5
	6 + % oil	380.37	73.84	3

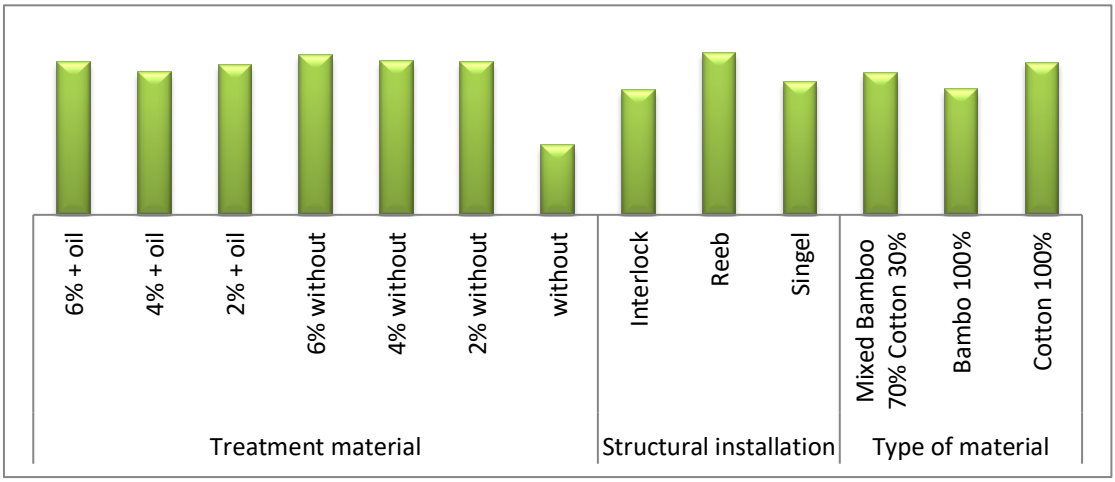

Fig. (3): Effect of the study factors on the number of columns

From the figure above, we find that the order of the type of raw material (100% cotton, blended with 70% bamboo, 30% cotton, 100% bamboo) as the structural composition in order of installation (rib, single, Interlock)

Table (4): Effect of study factors on thickness

Variables	Levels	Average	standard deviation	Arrangement
Type of material	Cotton 100%	0.368	0.209	2
	Bamboo 100%	0.303	0.177	3
	Mixed Bamboo 70% Cotton 30%	0.391	0.182	1
Histological composition	Singel	0.166	0.053	3
	Reeb	0.323	0.115	2
	Interlock	0.573	0.092	1
Treatment material	Without treatment	0.230	0.182	7
	2 % without	0.381	0.193	3
	4 % without	0.397	0.190	2
	6 % without	0.410	0.168	1
	2 + % oil	0.349	0.204	5
	4 + % oil	0.340	0.195	6
	6 + % oil	0.372	0.209	4

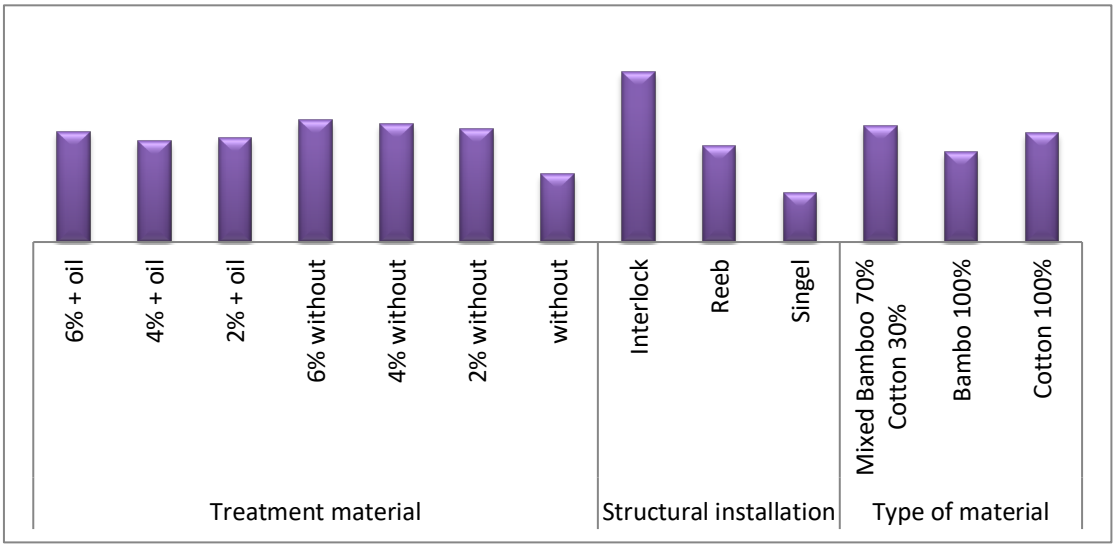

Fig. (4): Effect of study factors on thickness

From the figure above, we find that the order of the type of raw material (blended with 70% bamboo 30% cotton, 100% cotton, 100% bamboo) as the structural order of installation (Interlock, Rib, single)

Table (5): Effect of study factors on air permeability

Variables	Levels	Average	standard deviation	Arrangement
Type of material	Cotton 100%	57.21	28.66	3
	Bamboo 100%	162.92	86.11	2
	Mixed Bamboo 70% Cotton 30%	103.00	55.65	1
Histological composition	Singel	128.96	69.05	2
	Reeb	151.98	70.71	1
	Interlock	42.18	20.60	3
Treatment material	Without treatment	77.33	54.79	7
	2 % without	101.61	73.67	4
	4 % without	97.60	67.07	6
	6 % without	105.21	84.18	5
	2 + % oil	119.13	75.27	3
	4 + % oil	131.86	90.80	1
	6 + % oil	121.22	83.38	2

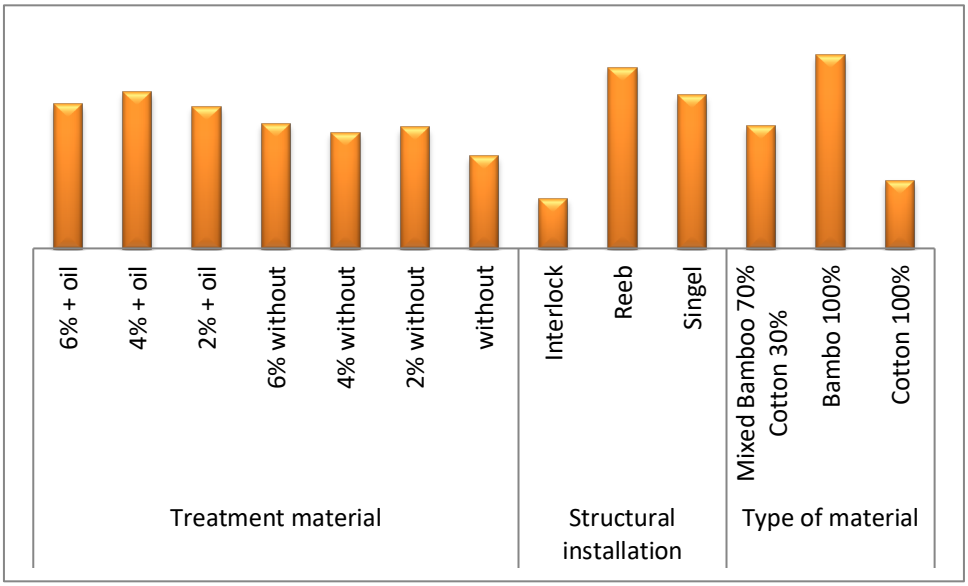

Fig. (5): Effect of study factors on air permeability

From the figure above, we find that the order of the type of raw material (100% bamboo, blend with 70% bamboo 30% cotton, 100% cotton) as the structural composition order of installation (Interlock, Rib, single)

Table (6): Effect of Study Factors on water permeability

Variables	Levels	Average	standard deviation	Arrangement
Type of material	Cotton 100%	22.00	28.20	2
	Bamboo 100%	21.90	30.19	1
	Mixed Bamboo 70% Cotton 30%	25.52	31.71	3
Histological composition	Singel	28.52	34.09	3
	Reeb	19.05	26.98	1
	Interlock	21.86	27.95	2
Treatment material	Without treatment	0.00	0.00	1
	2 % without	6.67	20.00	2
	4 % without	6.67	20.00	2
	6 % without	20.00	42.43	3
	2 + % oil	42.78	22.12	5
	4 + % oil	36.33	20.18	4
	6 + % oil	49.56	25.86	6

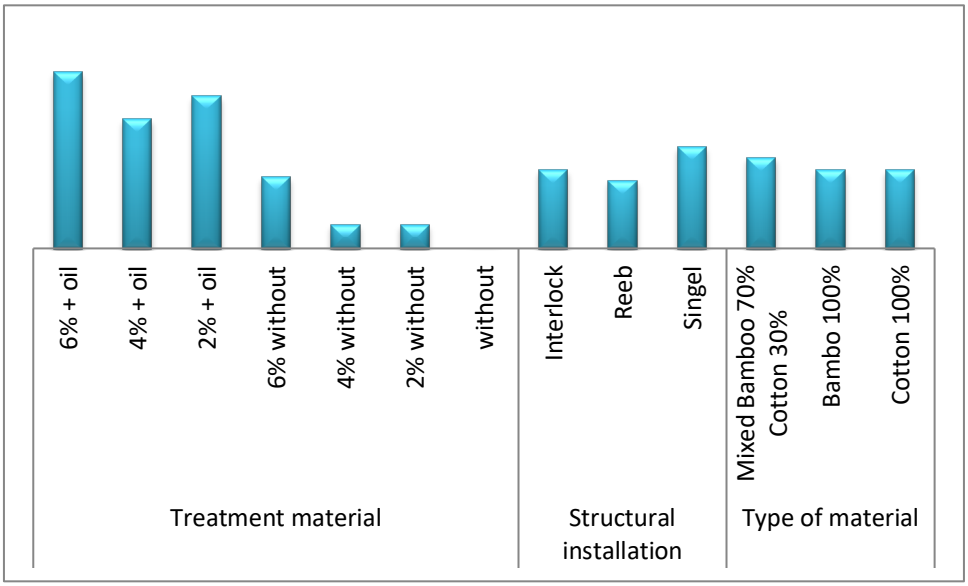

Fig. (6): Effect of Study Factors on water permeability

From the previous figure we find that the order of treatment type (without, 2% without, 4% without, 6% without, 2% + oil, 4% + oil, 6% + oil)

Table (7): Effect of Study Factors on bursting strength

Variables	Levels	Average	standard deviation	Arrangement
Type of material	Cotton 100%	413.47	170.88	1
	Bamboo 100%	333.81	138.82	3
	Mixed Bamboo 70% Cotton 30%	354.41	151.19	2
Histological composition	Singel	264.81	66.11	3
	Reeb	286.78	72.17	2
	Interlock	550.11	111.43	1
Treatment material	Without treatment	423.99	150.39	3
	2 % without	421.98	151.59	4
	4 % without	424.26	150.87	2
	6 % without	425.69	157.70	1
	2 + % oil	292.50	116.68	6
	4 + % oil	288.73	141.54	7
	6 + % oil	293.49	163.09	5

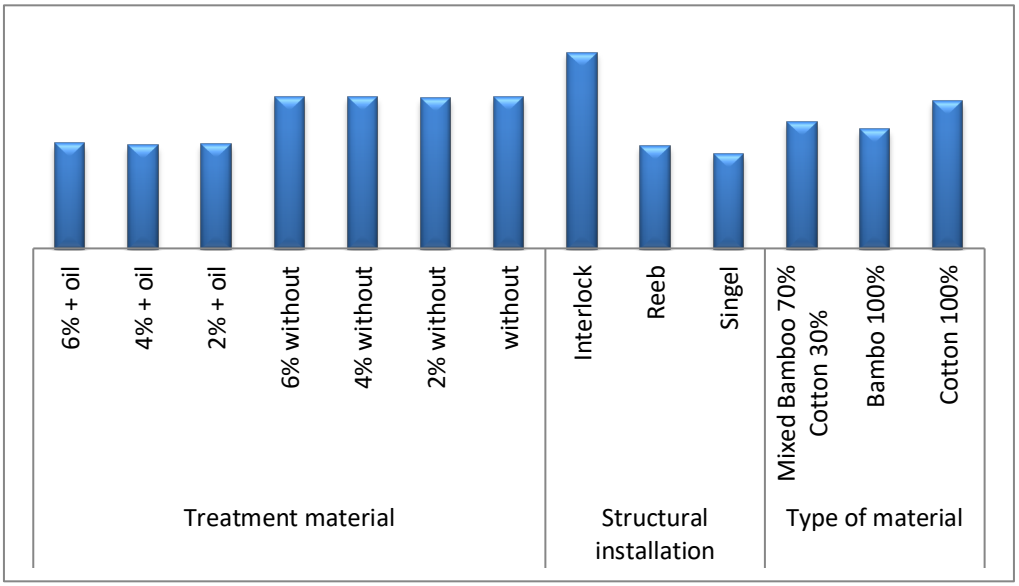

Fig. (7): Effect of Study Factors on bursting strength

From the figure above, we find that the order of the type of raw material (100% cotton, blend 70% bamboo 30% cotton ,100% bamboo) as the structural composition order of installation (Interlock, Rib, single)

Evaluation of the total quality of fabrics produced and treated with micro capsulation technology: The quality of the fabrics produced and treated with capsulation technology was evaluated to determine the most appropriate factors of the study (type of material, structural composition, treatment) using the multi-axial Radar Chart forms to express the total quality evaluation of the produced fabrics.

1- The total quality coefficient of the lowest samples of bamboo is 100%, Rib without treatment with an ideal area (208.22) and the quality factor (29.75)

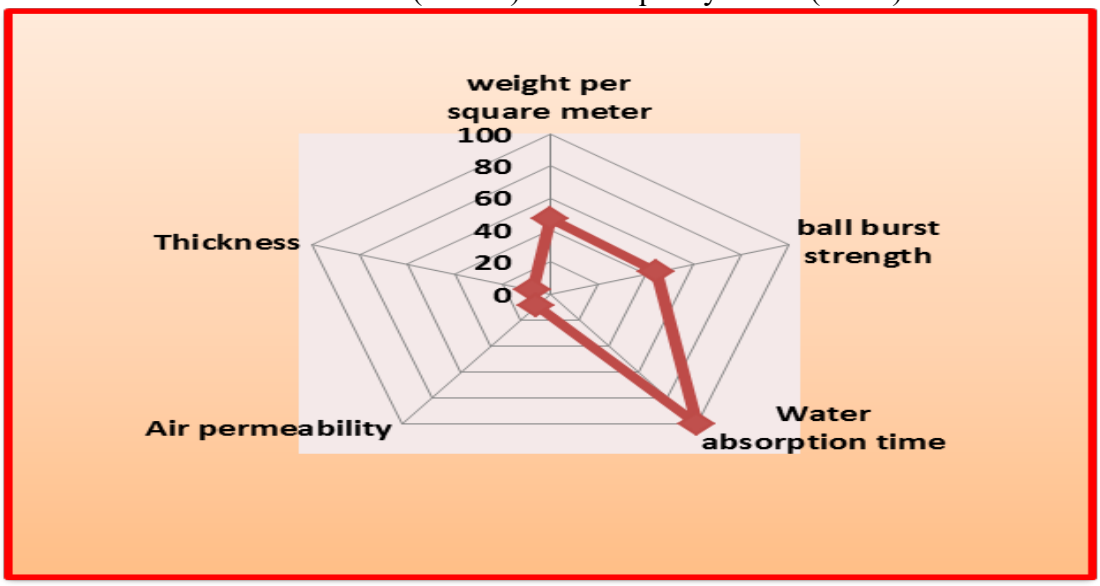

Fig. (8):

2- The total quality coefficient of the best samples is for the 70% Bamboo, 30% cotton Interlock, 6% without concentration with ideal area (530.05) and quality factor (75.72)

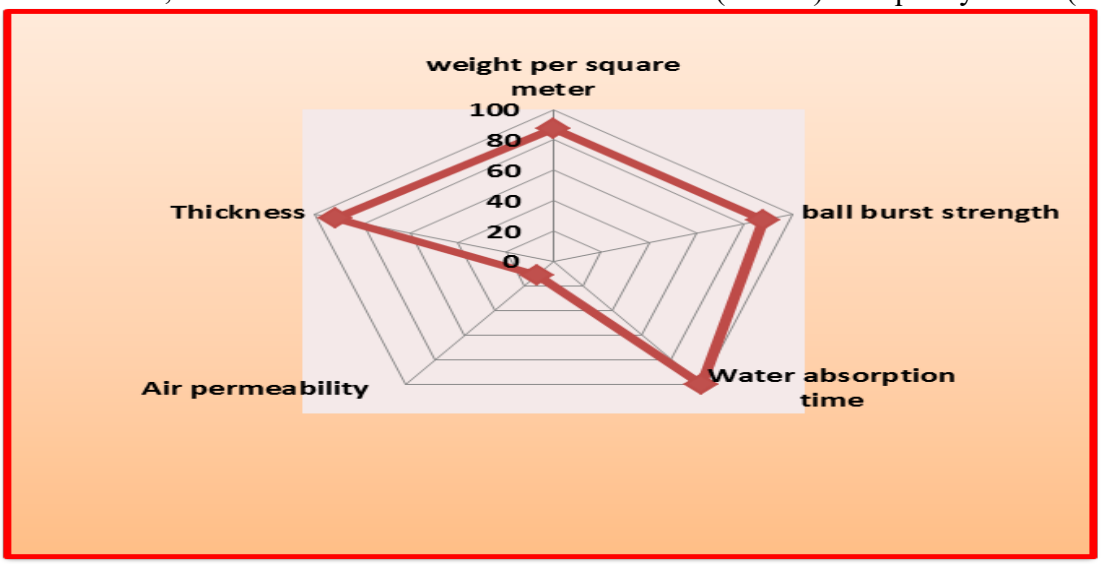

Fig. (9):

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Home Economics Education in Malta: Extending Beyond the Compulsory School Years for Social and Ecological Well-Being

Karen Muliett and Suzanne Piscopo

Introduction

Home Economics (hereafter HE) has been taught in schools in Malta for over a century and has been responding to the needs and changes in society ever since. Throughout the years it was felt that the subject areas within HE were potentially valuable facilitators of community and societal development. In this paper we discuss how HE education in Malta has extended beyond compulsory schooling to reach individuals and families in our communities. The advantage of being a small island has enabled Home Economists to be actively present on a local and national level, including via the media quite strongly. In keeping with its roots, the vision for an extended HE education has been to disseminate knowledge, foster attitudes and nurture skills so that individuals and families make informed changes and sustainable improvements in their lives, building healthy attitudes towards food, exercise, the natural environment, as well as seeking to build stronger relationships and to become wiser consumers. In the outreach programmes, talks and activities Home Economists aim to encourage and enable positive change by enhancing people's decisions, practices and self-esteem. As stated by the Minister of Education Hon. Evarist Bartolo in the Malta National Lifelong Learning strategy 2020, "access to relevant learning throughout life is a fundamental cornerstone in our aspirations to have a sustainable knowledge-based society and economy" (p.5).

In Malta, currently HE is offered as a compulsory subject in the first two years of secondary schooling (11-12 year olds). It alternates with two other subjects throughout the year, so a student will only be exposed to HE topics for one term in the first year of secondary schooling and one term in the second year. From the third year to the fifth year, HE is a specialist subject and thus needs to be chosen as an option area in order to be studied. The subject can then continue to be studied at post-secondary level as an Intermediate and Advanced level subject and at university where one can follow a Bachelor of Science (B.Sc.) Honours degree in HE. This vision of the B.Sc. in HE is to offer professional training for career paths which can help improve the quality of life and well-being for individuals, families and society. It does this by focusing on effective, creative and responsible resource management and behaviour change strategies in the broadest sense, which foster sustainable well-being through personal and outreach initiatives and actions.

Extending beyond compulsory schooling

Traditionally and internationally, HE has contributed to different degrees to evidence and skills-based food, nutrition, health, family, consumer, personal finance, environmental and entrepreneurial education beyond compulsory schooling. HE has been regarded as a relevant discipline to securing a decent quality of life, in that it aims to help people *live well* (Apple, 2015). HE and its use of a social and ecological justice pedagogy can be a vehicle or a tool to encourage civic participation as a means to improve the lives of people and the planet (Dupuis, 2017). HE outreach comes as a result of an awareness of current issues of social importance and a sense of citizenship, thus then identifying what HE can target; for example the need to improve diet in relation to climate change, the need for sound knowledge on nutrition and personal

finance in the light of financial and food insecurity, or the need to live a more sustainable life for environmental conservation and economic fairness. HE as manifested in its multiple literacies: -- health literacy, food literacy, consumer literacy, environmental literacy, financial literacy, technological literacy, and social literacy -- can reach different target populations, at different states of their lifecycle with practical guidance for holistic wellbeing (Piscopo, 2016).

This paper will share the multi-faceted approach taken by Maltese HE practitioners or university students as outreach to society in Malta in relation to HE topics. The need for this ongoing outreach as a service to the community, but also as means of strengthening the HE professional community and publicizing the profession and discipline has been highlighted previously by Piscopo and Mugliett (2012). Moreover, as outlined by Piscopo (2019) in a presentation at the Canada Home Economics Association 15th Symposium, Home Economists need to be able to educate about choices related to products and services keeping in mind current societal needs, yet also considering changing societies, changing environments and potential futures. There is the value of instilling HE literacy among learners for smart, informed and creative citizens, consumers, household managers and family members.

Outreach in schools

Compulsory schooling incorporates a curriculum for students aged 5 – 16 which has a structure and a framework in order to lead students to national examinations after which they will obtain a level 3 of the national qualifications framework. However, this does not mean that the curriculum addresses enough knowledge and skills on HE related topics to last a lifetime. Indeed, the Home Economics Seminar Centre (a state specialist institution employing a team of HE teachers) is often asked to run special half day Seminars for Primary and Secondary level pupils on-site in schools on topics such as good nutrition, money management and sustainable consumption BSc HE students have also been involved in projects where they have run a series of sessions over 5 weeks during After School Clubs for 3 to 16-year-olds. Topics covered were budgeting, repurposing and recycling, using leftovers, healthy snacks and sustainable consumption (e.g. issues around fair trade, palm oil and plastics). All this culminated in an Open Evening for the parents/guardians of the pupils where various work created by the pupils was exhibited and the snacks on offer were also prepared by the pupils.

At the same time, schools should be viewed as communities which are conducive to providing learning for all the adults within the same communities. Thus, many times schools are the institutions where extension work is carried out with parents, teachers or even School Management Teams. This could take the format, for example, of organising presentations or booths at school Eco Days or Health Days, of running sustainable food campaigns in the school, of continuing professional development sessions for teachers on good nutrition, or of talks and workshop sessions for parents and guardians on healthy school packed lunches for children or avoiding food waste. Specific well-being sessions with teachers and the Senior Management Team are becoming a common element of the annual School Development Plan and HE educators are frequent guest speakers or facilitators. Parents are also often invited to morning Special Assemblies, Open days or Special day events where HE themes may be included. Healthy, sustainable lifestyles are typical themes, such as when schools organise edutainment involving a Home Economist-created mascot called *Fonzu l-Fenek* (Fonzu the Rabbit) whose goal is to foster healthier lifestyle changes among young children. The Fonzu edutainment is

often complemented by more formal active learning sessions in class or by hands-on cooking sessions. These are run by HE teachers sometimes alongside the children's parents or guardians. Other activities which take place in some schools and have been started off by Home Economists are Chef's Challenge days which bring in parents and guardians to partner with groups of children and which encourage teamwork, healthy eating and a knowledge of cuisines from around the world. The various HE activities mentioned above seek to promote multiple skills, from critical thinking and decision-making, to time management and creative problem-solving.

Outreach in the community

Communicating with different publics is an integral component of the training all HE students following undergraduate and graduate programmes at the University of Malta. They have several opportunities throughout their course to practise promoting HE knowledge and skills for the well-being of individuals, families and society. Under lecturer guidance, students create, develop and deliver talks and activities on health, food, nutrition, consumer, personal finance, time management and environmental topics, among others. Some examples of activities held are:

- Talks with an elderly well-being focus within Active Ageing centres in Malta where senior citizens attend on a daily basis;
- Hosting a day of activities which include talks on dietary guidelines and food preparation and tasting at a centre which gives shelter to youth who find themselves at the edge of society;
- Organising a series of game-based educational sessions about healthy eating and time management, including health snack making demonstrations and hands-on food preparation activities at a Football Nursery, targeting mainly the young 5-11-year old trainees, but also having the coaches and parents and guardians as observers;
- Setting up booths at Farmers' Markets to promote traditional and modern dishes using local seasonal food and demonstrating how to use leftovers or parts of produce normally discarded.
- Organising a world café style workshop on sustainable living practices for families with young children and for Girl Guides and Boy Scouts during a special month-long exhibition on the Green Planet.

One particular initiative which has been running for some years now is the Għaqal id-Dar, Ħajja Aħjar (Being Smart at Home for a Better Life) programme created by the Home Economists in Action professional association in collaboration with the Ministry for the Family, Children's Rights and Social Solidarity, the Department of Local Government, Local Councils, other state and non-state entities and Non-Governmental Organisations. This programme comprises 10-weekly sessions where the overall aim is to empower the participants to feel competent to make lifestyle changes and improve their quality of life and that of their families. During the session, HE teachers who act as facilitators strive to show and guide participants on how to make better use of their resources, and other resources which they can access, in a responsible and smart way. Knowledge and skills covered address several areas including time and organisational management, health, food and nutrition, first aid, consumer rights, personal finance, energy and water saving strategies, and waste reduction and management. The course adopts an active learning approach where case studies, projection, group discussions, peer teaching, healthy, sustainable food preparation and goal-setting are some of the andragogy utilised. Evaluation by participants has indicated that the course serves to build on and consolidate knowledge already

owned and introduce new knowledge and skills. The sessions motivate participants to take action to improve their decision-making and actions, keeping in mind sustainability principles, boost self-esteem and self-efficacy and also provide an opportunity for socialising and making new friends, especially for those who tend to experience isolation (Piscopo, 2014; Debono, 2018). In 2016, the course received two national awards from the European Platform for Adult Learning and Education - 1st Runner Up for 'Award for Outstanding Community Initiative' and 2nd Runner Up for the 'Award for Innovative Adult Learning Project'.

Outreach on the media

The media is a powerful tool and in Malta radio and television are seen as popular channels to reach out to people. Based on a 2018 national survey (Axiaq, 2018), 71.8% of adult respondents claimed to be regular radio listeners; 51.4% listened to radio every day while another 20.4% did so at least once a week. Only 8.1% of respondents stated that they never listened to radio, while 18.9% stated that they were not regular radio listeners. Males tended to listen more regularly to radio [72.7%] than females. Radio listening increased with age from half of all 12-20 year olds [54.8%] to more than three-quarters of those over 50 years old [77.3% for 51-70 year olds and 70.8% for 70+ year olds]. With respect to television, discussion and current affairs programmes ranked third [12.6%] in popularity, whereas cultural/educational programmes ranked fourth [9.3%] (Axiaq, 2018).

Home Economists in Malta have long recognised the power and efficiency of using radio and television to disseminate both scientific and practical HE–related knowledge and skills to a broad audience. These two forms of media offer opportunities to reach out to different people in society, from varied age groups and having different work-related and lifestyle routines, by utilising types of programming and schedule of programmes to target these different population groups. At times Home Economists are guest speakers and at other times they are regular speakers participating once a week or once a fortnight on a specific national radio or television programme. This has been going on for a number of years. Feedback from listeners or viewers is often very positive and encouraging, typically highlighting appreciation for the practical and applied nature of what is presented and also pledging to pass on the information to their children who would often be young parents. Some Home Economists have, in fact, become household names and some others are building a name.

The work of Home Economists in Malta is not limited to television or radio, but also encompasses social media, newspapers and local magazines. Blogs, Facebook pages and printed articles are produced where the Home Economics vision of nurturing wellbeing in a smart, responsible yet pleasurable way features strongly. In a similar vein, another way of disseminating knowledge has been through recipes. For example, information on the need to eat fresh, local and sustainable food, to eat according to the seasons, to eat healthy food which is low in sugar and fat, whilst retaining flavour and taste, to include more fruit and vegetables in the diet, was presented through practical, simple, economical and healthy recipes in a book created by Mugliett (2010). The book promotes the concept of eating together as a family, of home-cooking as the ideal way to introduce family members to different tastes and a healthy food culture from early on in life, and it encourages budgeting, planning and organisation so as not to be overwhelmed with the daily task of food preparation. The notion of seasonal food is tackled through four sections of the book, each section being devoted to a particular season. The reason

for this is because due to importation and availability of produce all the year round, individuals and families may have lost the knowledge of what is in season. In addition, the abundance of availability of highly processed foods may have also contributed to the loss of knowledge of traditional recipes and rituals related to fresh, local and seasonal produce. Hence through recipes, tips and bite size information, this book created by a Home Economist facilitates increasing knowledge on healthy, economic and sustainable ingredients (Mugliett, 2010).

Outreach on a national level

Over the years, as recognition grew with regard to what the HE discipline stands for and what HE professionals can offer, Home Economists have been invited and engaged to contribute on a national level in policy drafting and implementation and in national research and projects. This has all come about as a result of constant and persistent work as identified above and thereafter being recognised as credible professionals who can contribute in different spheres. Examples of such involvement include a Home Economist being appointed as Food Safety Commissioner Chairperson, as well as appointments as directors or advisors on statutory or NGO boards dealing with adoption, consumer disputes, science and technology, the environment and vulnerable people in society. Home Economists have also led or contributed to initiatives of national importance such as drafting the National Dietary Guidelines and regulatory policies related to school food and childcare standards, as well as national research related to couple relationships and reference budgets for a decent living. As the body of professional Home Economists grows and as more Home Economists are visible in the mass media, it is envisaged that the outreach at national level will increase as different Home Economists seek to specialise in different spheres and thus be able to confidently contribute to a various sectors impacting family and community well-being.

Conclusion

As stated by Geraldine Hodelin (2014), "[h]ome economists believe that this profession has the capacity to retool itself in terms of serving the needs of the evolving universal family. HE is the profession that has the interest and willingness to take the advancing demands of the evolving family in relation to its ability to live and act in an ever changing world, and to integrate these demands into the discipline for study, development and refinement" (p. 202). She goes on to state, "the malleable characteristic of HE is for the social good of communities that depends so much on the individual members, as well as on the group of individuals arranged as families for its meaningful interpretation of predictable social order". (p.203) It is within this spirit that Home Economists in Malta have worked tirelessly to bring the discipline and all the benefits it can offer to the community, and it is within this spirit that future Home Economists are being trained so that their work extends in different sectors to promote ecological and social wellbeing.

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"So Why are We Learning This?" Curriculum Writing as Professional Development

Denise Nembhard

I have had the fortunate opportunity to twice be a part of the team of teachers who wrote the Home Economics curriculum (Learning Standards) for the BC Ministry of Education, first in 2005, and again in 2014. This paper will focus on my latter curriculum writing experiences. The BC Ministry of Education was looking to make sweeping changes to the curriculum, with an overall goal of creating curriculum that was competency driven and concept-based, less prescriptive and more flexible, focusing on higher order thinking, encouraging of cross-curricular learning, and incorporating Aboriginal world-views (BC Ministry of Education, 2013).

Unlike my previous curriculum writing experience, we were actively encouraged to share our progress with our colleagues throughout the writing process. Previously, we worked to write curriculum and signed a non-disclosure agreement, promising that none of the curriculum work would be shared until an official draft form was published by the Ministry. Once a draft form was made available, then the Ministry invited feedback from stakeholders; interested parties, such as health or industry organizations; as well as the general public. The feedback was collated, and the writing team was called back to review feedback and make changes as appropriate to the curriculum. This time, teachers were given almost real-time opportunities to respond to the new curriculum.

I argue that curriculum revisioning is a tool for professional development, not only for those directly involved in writing curriculum, but also for those teachers who participate in reviewing it. Voogt, Pieters, & Handelzalts (2016) examine the interrelationship between curriculum development and professional development, that as teachers work on curriculum, it improves their professional development, and vice versa. Teachers are able to further develop and strengthen their knowledge of both content and pedagogical practices which leads to improved teaching practices. Collaborating with others on the curriculum can yield rich discussions about the purpose of education, both in general terms of educating students, as well as the specifics of a subject area. Parke and Coble (1997) state that "…when teachers do not understand the intent of the curricula design, when they feel pressured to make changes, or they do not have a voice in curriculum decisions, they simply remold the new curriculum to fit their traditional practice" (p. 774).

Writing Home Economics curriculum answers the question "what it important for our students to be able to know, do, and understand?", which is also the underpinning of the approach taken to the redesigned BC curriculum (BC Ministry of Education, 2013). The writing processes essentially compelled those working on the curriculum to examine what Home Economics Education should be. Home Economics students learn about the impact that their food, clothing, shelter, and relationship choices have on themselves, others, and the greater community, both economically and environmentally. Renwick (2018) states that learning how to cook a particular dish is more than simply learning how to cook. Instead, it also "requires knowing how a food or fabric is produced and the associated supply chain needed to get the items to where we shop". In Textiles Studies, students examine how their sewing skills could be used for real-life needs, and not simply for making samples of different sewing skills, an idea which was also championed by

Home Economics educators in the early 20th century (Rohan, 2006). As with then, we worked to create curriculum that seeks "to emphasize the relationship between thinking and doing, again de-emphasizing sewing as a mere skill and promoting instead invention strategies, including a deep knowledge about design, as precursors to significant projects" (Rohan, 2006, p. 8). The focus on empathy and users throughout design thinking approach to the courses aligns perfectly with Home Economics' focus on individuals, families, and communities.

The new curriculum follows a more critical science-based curriculum model in which the focus is on empowering learners (Montgomery, 2006). Rather than focus on learners developing specific techniques, especially related to clothing construction, food preparation, and family development, the new curriculum views learners as current and future consumers. Learners are expected to apply their skills in a user-centred approach to real world challenges that affect individuals, families, and communities (BC Ministry of Education, 2018). The design thinking focus of the Home Economics (and the broader curricular area of Applied Design, Skills, and Technology—ADST—under which Home Economics falls) curriculum harkens back to the progressive era educators, who focused on using sewing skills to address "real life" practical problems (Rohan, 2006).

One of the most positive benefits of sharing with teacher colleagues throughout the process is that teachers could interact with the writing team to ask why changes were being made or offer suggestions for content. Carl (2009) argues that teachers need to be active participants in curriculum design for that design to be successful. As we worked on each iteration of the curriculum, we would share it with teachers throughout the province to garner their feedback. Teachers were encouraged to share their feedback, either on the document itself (a Google Doc) or by contacting one of the writing team members by email. While the volume of responses was initially overwhelming, it did afford us the opportunity to see broad themes in teachers' critiques of the revised curriculum. These themes included concerns that learning standards that were meant to address all ADST courses were not reflective of the realities of teaching Home Economics courses, the perceived loss of practical skill development in courses, and content knowledge that was not as specific as it had been in the past. With no overt references to creating, making, or doing, some teachers were concerned that the most important aspect of Home Economics courses would be lost. On the plus side, teachers were enthusiastic about the less prescriptive nature of the curriculum that allowed teachers and learners more opportunities to "dig deeper" into a topic, the inclusion of Aboriginal perspectives throughout all courses, as well as a conscious focus on issues of social justice.

Darling-Hammond and McLaughlin (2011) note that teachers need to be able to understand a rationale for new curriculum in order for that curriculum to be effective adopted. By allowing teachers the opportunity to receive current, timely information about the curriculum as it was being developed, they had the opportunity to question and develop an understanding of why the curriculum was being written in the manner in which it was done. While they may not have received the results that they wanted about a particular issue, the teachers had an opportunity to participate in a more meaningful manner than they had previously. Rather than providing feedback only after curriculum documents had been written, they could provide real time thoughts and ideas, creating a curriculum that was more reflective of the needs and experiences

of those who would be using it. By focusing on fostering knowledge *of* practice (Cochran-Smith & Lytle, 1999), all teachers involved could work to create authentic, relevant curriculum.

Conclusion

Having teachers involved in the curriculum writing process is an important step in creating a curriculum that is responsive to the needs of students (Alsubaie, 2016), as well as being seen as a higher quality by those teachers (Voogt, Peiters, & Handelzalts, 2016). Whether those teachers were directly or indirectly involved in the writing of the curriculum, the more that teachers feel that they are a part of the curriculum change, the more successful the curriculum change will be. While "teacher-led" curriculum development can create many positive impacts for teachers, there are issues that arise that are uniquely inherent to the process. Gacoin (2018) examined the dichotomy that teachers involved in curriculum writing feel; while they believe that their experience as teachers makes them good choices for curriculum development, they question whether or not they have enough subject-matter or teaching expertise to adequately advise their colleagues across the province. What does the idea of "expertise" really mean when it comes to teacher-led curriculum?

The curriculum-writing process afforded me the opportunity to critically examine my practice as a teacher. It is humbling, and an opportunity for professional development that I wish for all teachers to have.

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Out of the Mouths of Babes: Student Perspectives of Prairie School Food Environments

Dianne Miller, Yvonne Hanson, and Jocelyn Dupuis

This paper reports on a recent study with children and youth in Grades 2 to 7 in schools in or near a prairie city who were interviewed to learn their experiences, thoughts, and desires about school lunches. This small qualitative study contributes to the growing literature concerning food-related health and lifestyle issues among children and youth as well as the quality of school food. A literature search reveals very few studies which focus on children's understandings of nutrition and perceptions of food practices at schools (see as examples Noble, Corney, Eves, Kipps, & Lumbers, 2000; Pagliarini, Gobbiadini, & Ratti, 2005). Local studies of the food environment yield important considerations but do not include children's voices (Berlinic, 2007; Engler-Stringer, Shah, Muhajarine, & Bell, 2014; Engler-Stringer & Harder, 2011; Henry et al., 2006; Woods, 2003). With theoretical commitments based in beliefs about children's agency and capacity for critical thinking about social environments and needed change, we approached the research with a number of questions: How do children and youth describe the school food environment? How do they characterize food choices as either healthy or unhealthy? How and what do they eat at home compared to at school? How do their parents and their peers influence what they eat? This research has implications for the field of Home Economics generally and will be of particular interest to those in education, food studies, nutrition, and consumer science.

Eight focus groups were conducted in 4 different local schools with grade 2 and grade 7 students. A focus guide was developed by the research team with questions around family and school food environments, peer influence, perceptions of school lunches, and student desires. Using N-Vivo software, the data were analysed, themed, and compiled into three broad areas for the information of families and educators: what is working well, areas for growth, and possible next steps in improving school food environments. Supported by a University of Saskatchewan community engagement grant in conjunction with CHEP Good Food Inc, the data were presented through two versions of an infographic PDF newsletter containing live links to related resources and information (see appendix for both versions). One newsletter was targeted towards families, while the other newsletter was meant to share findings with educators and administrators. Families, educators, administrators, superintendents, community school coordinators, and representatives from the health sector attended a community event to disseminate the findings of the study, hear from other researchers studying in related areas, and to generate dialogue towards strengthening prairie school food environments. These conversations occurred in addition to discussions with the group most impacted by the school food environment-children and youth. The newsletters below provide an overview of these young participants' thoughts about school lunches as well as a plethora of resources to whet the appetite for deeper engagement in this multi-faceted topic. Please use this link to access the full, interactive pdf educator and community newsletters with live links to valuable resources and information!
https://drive.google.com/open?id=1Es2LyP3rE7MWeHYiTlU3LopOVdV_N-zi

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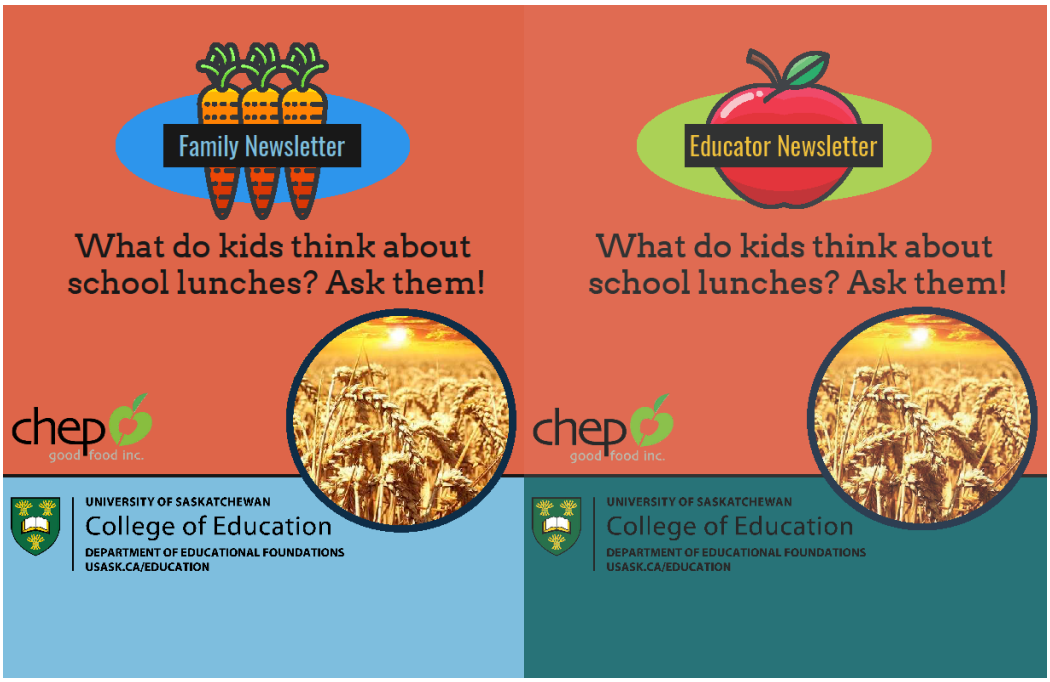
Appendix



Identification of Entrepreneurship Skills Available for Home Economics Students, Nigeria

Anthonia Obeta & Adebisi Taibat Tunrayo

Abstract

This study focused on identifying entrepreneurship skills available for Home Economics Students in Nigerian tertiary Institutions. The design of the study was survey. The population was 266 subjects comprising 18 Home Economics lecturers and 248 students. A sample size of 160 were selected using Taro Yamane formula. Data were collected with validated structured questionnaire and analyzed with mean. The study identified 3 entrepreneurship skills in Food option, 6 in clothing and textile, 5 in Home Management, 4 in childcare/development, and 3 in consumer education respectively. 16 traits were identified to be necessary for the identified entrepreneurship skills. The study also identified challenges hindering acquisition of skills, which include finance, student lack of interest, insufficient time allocated to practical lectures among others. Strategies for enhancing and sustaining the acquired skills include funding students' practical lesson by school authority and involving active participation of students in practical lessons among others. In conclusion, Home Economics as a course of study should inculcate skills in diverse areas of Home Economics to enable students to become self-employed immediately after graduation. The following recommendations among others were made: Entrepreneurship education should be made a core subject in all level education in Nigeria from nursery to tertiary so that laying of foundation start from the grass root. Educative and innovative Conferences, seminars and workshops should be organized periodically for both students and lecturers in order to make them dynamic

Key Words: Entrepreneur, Skills, Home Economics, Tertiary Institution

Introduction

Entrepreneurship is the acquisition of skills for the purpose of creating employment for oneself and others. Entrepreneurship leads to the development of small, medium and sometimes large scale business based on creativity and innovations.

Skill is the ability to do something expertly and well. It is an organized sequence of actions. To possess skill is to demonstrate the habit of acting, thinking and behaving in a specific activity in such a way that the process becomes natural to the individual through repetition or practice. Ezeani (2012) stated that skills are not a person's fundamental, innate capacities but must be developed through training, practice and experience.

Skill acquisition is the process of acquiring or gaining effective and ready knowledge in developing one's aptitude and ability in a particular field (Kikechi, Owano, Ayodo, Ejakait, 2013). Onyiudo (2011) pointed out that preparation of students for skill acquisition in order to be self-reliant is dependent on the acquisition of basic knowledge about employment opportunities, requirements and trends as well as the possession of marketable skills. This is in line with Eleanore Vaines focus on Home Economics in the 21st Century towards being a partaker in solving one or more of the world's societal problems.

Home Economics as one of the arms of vocational and technical education, is a multi-disciplinary subject that embraces a very large area and draws from other disciplines such as arts and sciences in solving physical, social, economic and political problems of families, individuals and society. It is a very comprehensive and all-embracing discipline whose contributions to humanity and politics are unquantifiable. This explains how Home Economics practices in the present dispensation (21st century) is both evolving and transforming the lives of families and individual.

As a skill-oriented course, Home Economics is capable of equipping individuals with saleable skills that could make for employment. Thus, the primarily concern of this study is to identify the entrepreneurship skills available for Home Economics student in Nigeria.

Statement of Problem

One of the challenges facing Nigeria as a nation is unemployment especially among the youths that graduate in thousands every year from tertiary institutions. This has resulted to increase in social vices like, kidnapping, prostitution, armed robbery, fraud among others.

This ugly situation is affecting the Nigerian society at large and the family in particular. This is as a result of lack of skills on the part of most school graduates that turn out in thousands every year and no job opportunities to engage them even those with the best certificate.

Home Economics as a field of study provides the necessary knowledge for guiding and assisting human beings towards a more self –rewarding and fulfilled life, compatible with the society. In view of the above, it is believed that Home Economics as a course of study can go a long way in tapping the dormant youth's potentials that has been left unexplored for the welfare of the society. As a skill – oriented course, Home Economics is capable of equipping individuals with saleable skills that could make for employment. Hence, the need for this study to identify the entrepreneurship skills available for Home Economics students in tertiary institutions in Nigeria and suggest possible ways of acquiring and sustaining more skills.

Purpose of the Study

The main purpose of this study was to identify entrepreneurship skills available for Home Economics students in Nigeria.

Specifically, this study identified:

1. The entrepreneurship skills available for Home Economics students in Abia State tertiary institutions.
2. The traits (work habits) necessary for the identified entrepreneurship skills.
3. The factors hindering the acquisition of skills by Home Economics students in tertiary institutions.
4. The strategies for enhancing and sustaining more entrepreneurship skills among Home Economics Students.

Research Questions

The following questions guided the study:

1. What are the entrepreneurship skills available for Home Economics students in tertiary institutions in Nigeria?
2. What are the traits (work habits) necessary for the identified entrepreneurial skills available for Home Economics students in tertiary institutions in Nigeria?
3. What are the factors hindering the acquisition of skills by Home Economics students in tertiary institutions in Abia State?
4. What are the strategies for enhancing and sustaining more entrepreneurial skills among the students in tertiary institutions in Abia State?

Scope of the Study

This research work covered all tertiary institutions that offer Home Economics courses in Abia State, Nigeria. Home Economics Students and lecturers of Home Economics in the tertiary institutions in Abia State responded to the instrument. The geographical location of the study is Abia State, Nigeria.

Methodology

The study adopted survey research design while the area of study was Abia State, Nigeria. The population for this study comprised 18 Home Economics lecturers and 248 Home Economics students from the two higher institutions in the state that offer home economics courses, making a total population of 266 subjects (Source: Office of the Head of Department of the two tertiary 2015/2016 Academic Session).

Sample and Sampling Techniques

The sample size of 160 subjects was determined using Taro Yamane formula. A sample size of 160 subjects comprising 10 lecturers made up of 5 from Michael Okpara University of Agriculture, Umudike (MOUAU) and 5 from College of Education Technical Arochukwu (CETA) and 150 students comprising 100 from Michael Okpara University of Agriculture, Umudike and 50 students from College of Education Technical Arochukwu. These group of respondents were randomly selected and studied.

Instrument for Data Collection

A validated structured questionnaire was used for data collection. The questionnaire was in 4 points rating scale and in 4 sections: A, B, C and D respectively. Section A elicited information on the demographic data of respondents. Section B generated information on the entrepreneurship skills available for Home Economics students. Section C was used to get information on the factors hindering the acquisition of skills by students while section D elicited information on the strategies for acquiring more skills and sustaining the acquired skills.

Data Analysis Techniques

The statistical tools used for data analysis were frequency, mean and simple percentages (%). Frequency was used to organize the data collected. Percentage (%) was used to analyze the demographic data of the respondents while mean was used to analyze the responses to research questions. A four point rating scale was used for rating the responses thus, Strongly Agreed [SA], Agreed [A], Disagreed [D] and Strongly Disagreed [SD] and values 4, 3, 2, and 1 assigned

respectively. The cut-off mean was 2.50. Any value below 2.50 is regarded as disagree while above 2.50 will be regarded as agreed.

Findings

The study revealed that most of the lecturers (70%) were female, while only few (30%) were male. The majority of the students (67%) were from Michael Okpara University of Agriculture, Umudike while 33% were from College of Education Technical Arochukwu. The majority of the students (76%) were female students while 24% were male.

Research question 1: What are the entrepreneurial skills available for Home Economics students in tertiary institutions in Abia State?

Table 1: Mean Responses on the Entrepreneurship Skills Available for Home Economics Students in Abia State Tertiary Institutions.

S/N	The following skills are available for Home Economics students in Abia State tertiary institutions.	$\bar{x}_1$	Remark
	FOOD OPTION		
	.		
1.	Food Service Delivery.	2.92	A
2.	Preparation of refreshing drinks.	2.96	A
4.	Food Vending.	2.96	A
B	**Clothing and Textiles**		
5.	Handling sewing machine and other sewing tools.	3.08	A
6	Ability to Combination elements of designs.	3.28	A
7.	Skill in pattern alteration, drafting & Adaptation.	2.75	A
8.	Ability to interpret pattern marks/Symbol.	2.32	NA
9.	Ability to identify fabric types (in terms of fiber contents, mode of construction and finishes etc.	2.26	NA
	C. Home Management		
10	Ability to make vegetable Garden.	2.87	A

11	Ability to carry out Interior & exterior decoration.	2. 78	A
12	Ability to produce homemade cleaning agents.	2.77	A
13	Ability to produce beautiful Bead /flower anger production.	2.71	A
	D. Child Care & Development		
14	Running Day care Centre management.	2.79	A
15	Rendering home tutoring service.	3.45	A
16	Elderly care services.	2.76	A
	Consumer Education		
	17. Skill in educating consumer.	3.53	A
18	Ability to make market survey.	3.08	A
19	Engaging in Product Information Service.	3.28	A

Source: Field Survey, 2018 **Key $\bar{x}_1$=** Mean Responses of the subjects, A= Acquired, NA = Not Acquired.

Table 1 above shows that 16 out of 19 enlisted skills on various areas of home economics has been acquired by the students while 3 skills are yet to be acquired. These were shown vividly on their mean scores which were up to 2.50 and above. The highest mean score was 3.53, item no. 17 on consumer education (consumer educator). The lowest mean score was 2.26, item no. (ability to identify fabric types in terms of fiber contents, mode of construction and finishes etc.).

Research question 2: What are the traits (work habits) necessary for the identified entrepreneurial skills available for Home Economics students in tertiary institutions in Abia State?

Table 2: Mean responses on the traits (work habit) necessary for entrepreneurship skills available for the students of Home Economics.

S/N	**A Home Economics Students who acquired the above skills should have the following traits:**	$\bar{X}$	**Remark**
1	Communicate effectively with others using ideas verbally and in writing.	2.76	Agreed
2	Express creativity on the job/business.	3.45	Agreed.
3	Work calmly under pressure and frustration.	3.07	Agreed

4	Identify sources of generating funds.	2.43	Disagree.
5	Manage and supervise work effectively.	3.21	Agreed.
6	Interpret and prepare financial statements.	2.55	Agreed
7	Conduct market survey.	2.62	Agreed
8	Identify suitable market for any product.	2.61	Agreed
9	Be friendly with individuals with who he/she has contact.	2.34	Disagree.
10	Determine current and future trends in sale of products.	2.18	Disagree.
11	Understand basic steps involved in starting a business.	2.69	Agree.
12	Maintain integrity by being upright and honest in dealing with others.	3.36	Agreed
13	Make business decisions.	2.93	Agreed.
14	Relate with the customers and attend to their needs.	3.04	Agreed.
15	Determine causes of failures in similar business.	2.99	Agreed.
16	Identify and interpret factors relating to competition in business.	3.44	Agreed
17	Understand and observe business laws and safety rules involved in business.	1.98	Disagree.
18	Exhibit patience in accomplishing task and dealing with others.	2.60	Agree.
19	Be courteous in his/her relationship with others.	2.56	Agreed.
20	Follow up business trends.	2.76	Agreed.

Key Words: $\bar{X}$ = mean.

In table 2 above, all the items are traits (work habits) necessary for the identified entrepreneurial skills available for home Economics students in Abia State tertiary institutions with the exception of 4 item (items no. 4, 9 10 and 17). The highest mean score is 3.45 item no. 2 which deals on expressing creativity on the job/business. This was followed by item no.16 with mean score of 3.44 (Identifying and interpret factors relating to competition in business. The lowest mean score was item no. 17 with mean score 1.98 which bothers on (Understanding and observing business laws and safety rules involved in business).These were shown vividly in their mean scores.

Research question 3: What are the factors hindering the acquisition of skills by Home Economics students in tertiary institutions in Abia State?

Table 3: Mean Responses on the Factors Hindering Acquisition of Skills by Home Economics Students in Tertiary Institutions in Abia State

S/N	The following factors are hindering the students from acquiring skills in Home Economics	$\overline{X}$	Remark
1	Lack of interest in the course on the part of the students.	2.93	Agreed
2	Students spend more time on borrowed courses than core courses.	2.06	Disagree
3	The heavy financial burden on the students and parents.	2.20	Disagree
4	Insufficient time allocated to practical lectures.	2.90	Agreed
5	Lack of innovation and creativity by the students of Home Economics.	2.93	Agreed
6	Incompetency on the part of some lecturers.	2.17	Disagree
7	Most parents/guardians are ignorant of the benefits of the course.	2.93	Agreed
8	Inadequacy of the curriculum.	2.16	Disagree
9	Most students are reluctant to be self-employed after graduation from the university and would prefer white corner jobs.	2.32	Disagree
10	Poor attitude of student towards practical lessons.	3.12	Agreed
11	Inadequate facilities in the laboratories.	3.17	Agreed

Key Words: $\overline{X}$ = Mean

In Table 3. out of 11 item statements, 6 factors are hindering the acquisition of entrepreneurial skills among Home Economics Students in tertiary institutions in Abia State, while five (5) items statements were rejected. The highest mean score is 3.17, item no. 11 which bothers on inadequate facility in the Home Economic laboratory. This were shown on their mean scores.

Research question 4: What are the strategies for enhancing and sustaining more entrepreneurial skills among the students of Home Economics in tertiary institutions in Abia State?

Table 4: Mean responses on the strategies for enhancing and sustaining entrepreneurship skills among the Home Economics Students in Abia State tertiary institutions.

S/N	The following strategies can enhance and sustain entrepreneurship Skills in the Students.	$\overline{X}$	Remark
1	Students should be enlightened on the need to acquire skills in Home Economics.	2.90	Agreed
2	Lecturers should teach more of practical lessons involving students' active participation.	3.13	Agreed
3	Things needed for practical lessons should be provided, made available and accessible to students by the school management.	3.22	Agreed
4	Performing Lectures and students should be motivated by giving them incentives.eg.graduating students should be given financial assistants to start their own business while lecturers should be sent abroad to acquire more innovative/competent skills.	3.17	Agreed
5	Students should be exposed to more business ideas by the lecturers/resource persons.	3.09	Agreed
6	Exhibition of students' products should be organized from time to time to showcase learnt skills.	3.06	Agreed
7	More time should be allocated to practical lessons.	3.11	Agreed
8	Students should be given orientation on the proper utilization of the skills acquired while in schools for business purposes.	2.72	Agreed

9	Students should be sent for practical work experience in big establishments before graduation.	2.61	Agreed
10	Avenue should be created for healthy competition among the students.	2.93	Agreed
11	External Assessors should be invited from time to time to assess the students' products and expertise advice.	2.78	Agreed

Key Words: **X** = mean

Table 4 above showed that all the 11 enlisted items are strategies for enhancing and sustaining entrepreneurship skills among Home Economics students in tertiary institution in Abia State. This were showed in their mean scores which were all up to the acceptable mean score of 2.50 and some were even above that. However, the highest mean score was 3.22, item no. 3 which bothers on the things needed for practical lessons being provided, made available and accessible to students by the school management. The lowest mean score was 2.61, item no.9 which bothers on the students being sent for practical work experience in big establishments before graduation.

Discussion of the Findings

The findings of the study revealed that all the entrepreneurship skills in Table 1 were available for students of Home Economics in Abia State tertiary institutions. These were shown in their mean scores that ranged from 2.61 to 3.53 which were all up to the acceptable mean score of 2.50 and some were even above the acceptable mean score of 2.50. These findings were in agreement with Krueger (2000) and Federal Republic of Nigeria (FRN, 2004), who stated that Home Economics is a course of study that offers and encourages skill acquisition, creativity and training in the life of the students. The highest mean score was 3.53, item no. 17 (skill in educating consumer), on consumer education. The lowest mean score was 2.61 item no. 9 which bothers on students being sent for practical work experience in big establishments before graduation.

The highest mean rating of 3.53 on skill in educating consumer, on consumer education option shows the level of importance the respondent placed on a consumer getting the need information in whatever area of Home Economics he wants to acquire skill on. This will equip him with adequate information and make him an informed entrepreneur.

On the traits (work habit) necessary for entrepreneurial skills available for the students of Home Economics Table 2, the respondents agreed in 16 instances that the traits (work habits) are necessary for the identified entrepreneurship skills available for Home Economics students in Abia State tertiary institutions. The findings is in line with Saskatchewan (2000) who pointed out that a person should possess traits (work habits) of being able to communicate effectively with colleagues and customers, writing/documentation, finding information related to his/her job, having initiatives or creativity among others. The highest mean score of 3.45 on item no. 3 (Express creativity on the job/business) is the necessity of a one being able to express creativity on the job/business which is the watch word for any successful business owner.

The study identified 6 factors hindering the acquisition of entrepreneurial skills among Home Economics Students in tertiary institutions in Abia State (Table 3). This is in agreement with the earlier findings of Mgboro (2003) who stated that lack of interest, inadequate practical lessons, inadequate equipment in Home Economics laboratry among others are the factors hindering skill

acquisition in Nigeria tertiary institution. Anozie (2014) also identified similar factors to be hindering acquisition of entrepreneurship skills and these among others include: financial burden, lack of interest on part of the students and insufficient time allocated to the practical lessons.

The study also identified 11 strategies for enhancing and sustaining entrepreneurship skills among students and these among others incudes: Students being enlightened on the need to acquire skills in Home Economics, Lecturers teaching more of practical lessons and involving students' active participation

This finding is in line with Lubert (2001) who stated that the interest of the learner, practical oriented courses, promoting of business ideas, skill exhibition among others are the measures of enhancing and sustaining skills among students in tertiary institutions.

Conclusion

Home Economics is an interdisciplinary course that is entrepreneurial in nature. Students of Home Economics need to acquire skills to become self-employed, employers of labor and independent. The rate of unemployment in the country is alarming. Entrepreneurship education is capable of solving this problem in the nation by equipping the students of Home Economics with the skills and traits (work habits) necessary to create jobs and reduce the number of unemployed youths. Skills needed to become competent leaders or managers of organizations, knowledgeable and innovative/competent lecturers, educated leaders and excellent extension officers among others.

In conclusion therefore, this study was able to successfully identify the entrepreneurship skills available for the students of Home Economics in tertiary institutions in Nigeria and Abia State in particulars. Identified by the study were also traits (work habits) in various areas of Home Economics. Strategies for handling challenges or factors hindering the acquisition of skills were also identified. The strategies for enhancing and sustaining the entrepreneurship skills should be followed judiciously to attain the goal of producing well- equipped and competent graduates of Home Economics. This implies that the need to acquire entrepreneurship skills should be mandatory for all the students of Home Economics in tertiary institutions.

Recommendations

Based on the findings of the study, the following recommendations were made;

1. Entrepreneurship education should be included in all the school curriculum for all level education in the country so that laying entrepreneurship skill foundation among the students should starts from the grass root.
2. Department of Home Economics should be established in all universities and other tertiary institutions in the country especially in Abia State.
3. Incentives should be given to students of Home Economics, especially to the performing students. This will be a source of motivation/encouragements to the students.
4. The teaching of Home economics courses should be practical oriented as this will help to improve student's creativity and innovativeness.
5. Home Economics lecturers should be dynamic, they should change with changing time as this will help them become competent in their various areas of specialization.

6. Conferences, seminars and workshops should be periodically organized for lecturers and students as this will assist them to update their knowledge and skills in Home Economics programs.

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Why Textiles Still Matter

M. E. Diane O'Shea

Since semi-retirement (June 2017), first hand experiences in a variety of schools and in the community have inspired me to revisit and rethink the value in teaching textiles in elementary and secondary schools, particularly in Ontario. For me, courses in food and nutrition and human development dominated my high school Family Studies teaching career. Opportunities for me to teach the breadth of sewing and textiles, creative expression, design and related issues of social, cultural and environmental concerns were limited although not completely impossible. When occasions presented, I managed to integrate some basic sewing skills and experiential learning into human development, housing and financial management classes. Often these occasions were linked to community initiatives for people in some kind of need. Students relished these opportunities and they enjoyed the tactile engagements and hands-on learning. My teaching career spanned a little more than twenty years with the Thames Valley District School Board located in London, Ontario and the surrounding counties of Middlesex, Elgin and Oxford. Since 2007 I have been the pre-service instructor in Family Studies education at the Faculty of Education, Western University. This is where my questions begin. Is there value in teacher education programs to teach future Family Studies teachers how to teach textiles and clothing? Do textiles still matter?

In Ontario, all Family Studies courses are elective. This places them in the margins of education where teachers often have to defend their programs (Peterat, 1999). The Social Sciences and Humanities Curriculum offers three (3) full textile courses under Family Studies: *Clothing* (Grade 10), *Understanding Fashion* (Grade 11) and *The World of Fashion* (Grade 12). Expectations in other courses such as *Exploring Family Studies* (Grade 9 or 10) and *Personal Life Management* (Grade 12) allow possible integration of textile related activities. Administrators choose courses to offer in their schools given the clientele of their institutions. While some schools enjoy full and demanding textile related courses, more do not. Reasons vary. A lack of qualified teachers, cost perceptions, lack of space and equipment and no direct connections to employment are often cited as reasons. There are few options at the post-secondary level to extend learning in this area.

The preservice class I teach is called *Curriculum and Pedagogy in Intermediate/Senior Family Studies.* It is the only in-class Family Studies teacher training course in Ontario. Given that three (3) of the twenty-one (21) Family Studies elective courses relate directly to the Home Economics disciplinary base of textiles and clothing (IFHE Position Statement, 2008), I have believed that learning how to teach and incorporate practical sewing skills and theoretical activities for these courses and other related courses is important and actually, necessary. In my experience, most teacher candidates arrive in my class with little to no background in textiles. The time that I have with these future teachers is limited and so I must include a syllabus that presents not only content but practical knowledge and skills. It has been my goal that by participating in simple sewing projects and activities, teacher candidates will find confidence in establishing a base for knowledge and skills in this particular area of Family Studies education. There is no guarantee that in their practicum sessions they will have textile experience. Future job opportunities, however, may rest in being able to teach in this area.

Over the years I have been intrigued by the changing attitudes of the teacher candidates as they work through the assortment of small projects and other related activities. Fear and uncertainty become replaced with enthusiasm and assurance. Simple hand stitching and embroidery work as in pin cushions and attachment hearts lead the way. Introducing sewing machines and making pillow cases for *Ryan's Case for Smiles* shows that machine stitching is not onerous. By learning a few basics, beautiful things can be made. Teacher candidates seem to quickly delight in the creativity, the hands-on learning and the camaraderie that comes from working together. They talk. They interact. They problem solve. Fabrics and clothing take on a whole new meaning. Adding opportunities to support recycling and repurposing by using shirts and tees in bags, pillows and quilts initiates a further curriculum dimension that links environmental consciousness and textile waste. Teacher candidates quickly become advocates for textile inclusion as they personally begin to explore and put into practice their emerging knowledge and skills. One teacher candidate became so immersed in sewing pillow cases that she made entire sets for every member of her family as Christmas presents.

As an instructor it is heartwarming and rejuvenating to see and hear the transformations. While teacher candidates understand their limitations, they begin to see the possibilities. They begin to understand the benefits and impact that this kind of learning and doing can have. They begin to look for opportunities to learn more about textiles and sometimes with the support of their associate teachers in their practicums try out their new found knowledge and skills in classroom settings.

What is it that makes teaching about textiles and clothing so profound? Why must I provide these insights and understandings for student teachers? What has my experience with student teachers taught me?

While my experience with student teachers in relaying curriculum content in both theoretical and practical ways has proven to be inspiring by their sheer enjoyment and enthusiasm, there have been other experiences since "retirement" that have had me continually thinking about the value in teaching textiles in my program and for the education system at large.

Several years ago, I learned about "fidget aprons". Sometimes called "activity aprons" or "busy aprons", these provide sensory stimulation for people dealing with Alzheimer's or dementia. Trinkets, gadgets, and other everyday items are securely sewn to apron-like foundations. Their tactile nature enables patients to be soothed and calmed as they "fiddle" with the objects. In many cases items originate as recycled and repurposed materials. Zippers, patch pockets, flaps with Velcro, strings of buttons or beads become catalysts to calm. For high school students, these projects provide opportunities to practice basic sewing skills in creative ways and for a direct purpose. They also offer opportunities to recycle and repurpose.

In my community, a group meets once a month, under the auspicious of a library outreach program, to make fidget aprons for nursing homes, the Alzheimer's Association and afflicted members of the community. Volunteers utilize basic sewing skills and resources to satisfy the growing need. They do so in a nurturing, caring environment believing that these simple gestures will enhance the quality of life for individuals and their families. Textiles clearly matter.

Interestingly, this group has had several spin-offs and ones that I have been able to participate in, given the freedom of retirement. "Super capes" were the inspiration of a local nurse, who in her daily work saw a distinct need. She also wanted to learn how to sew. In the course of a few years, hundreds of brightly coloured super hero capes have been made for children undergoing special treatments or procedures. Miniature capes have also been made for babies, often premature, who are fighting for survival. They truly become little heroes. Attachment or bonding hearts have become important items on neo-natal units; we have made dozens of these. Then, there are the flannelette face masks which young children much prefer to the stiff, scratchy paper variety. Once again, meeting important community needs in a nurturing setting with like-minded people – of all ages, I might add – creates a gratifying sense of accomplishment. Textiles matter.

Probably my most eye-opening post-retirement experience came in Bella Coola, British Columbia. The school where my daughter teaches invited me to be part of their focus on the arts. My responsibility: teaching textile art for five days to all the children in the school (K-5). To start, I did a lot of research and sample making. Pictures were sent to the teachers and they made the decisions as to what would work best in their classes. I collected a massive amount of supplies and travelled to Bella Coola. Depending on the class, students learned how to make fleece toques, tie-dyed shirts, felt pencil cases with buttons, nature bags from worn sweaters, button art, felt zipper pulls and cardboard box looms. Classes rotated throughout the days. We had a magnificent time! I was in awe of the creativity. Here were young children thoroughly engaged in activities that met their interests and needs. They learned new skills and delighted in creating and designing. They worked with one another and supported one another. Children with behaviour issues found their niche; teachers shook their heads in disbelief. It was a phenomenal experience.
Stories continue to emerge from this time almost a year ago. Through their experiences with textiles the children still make connections to their lives and in understanding the world around them. Here is one example. Several boys were overheard discussing stitches. They had heard that a parent had to have stitches due to an accident. The boys wondered just what kind of stitches the doctor used – blanket or running. The teachers in the school were extremely supportive. Many viewed the sessions and overall projects as professional development. Many have since integrated more sewing related activities into their classes. Textile arts continued again this year. This time my daughter took the lead.

There have been other experiences, too, but these examples and others have really made me think more deeply about the value in teaching and learning about textiles and clothing. The powerful learning that happens physically, socially, emotionally and cognitively in exploring the everyday and so often taken for granted, is truly remarkable. I am reminded of Eleanor Vaines and the sacredness of everyday life (Smith, 2004).

Again, I ask the questions. What is it that makes teaching about textiles and clothing so profound? Why must I provide these insights and understandings for student teachers? What has my experience with student teachers taught me? Now I add: What have these community experiences taught me?

As I prepared for the Symposium, I asked my teacher candidates why textiles should still matter. I was moved by their responses. They spoke of the creative aspects, the collaboration that is

needed in making and doing, the emotional satisfaction that comes with crafting, the social benefits in terms of mental health and wellness and the happiness in trying to help others. Somewhere in my educational journey *Making Textiles Studies Matter* (Peterat, 1999) was required reading. I have never forgotten this book and the research. As I reread the book in preparation for the Canadian Symposium, I was haunted by Peterat's findings for these have become my realizations, too. Where Peterat examined fifteen case studies to understand what makes programs in textiles and clothing outstanding and questions what will be lost if these programs are not offered, I have only a handful of experiences and I do worry about the declining numbers of Family Studies offerings particularly in textiles and clothing.
In her research, Peterat determined that textiles are a form of responsive curriculum. They provide a nurturing space for students and they are visible and tangible in the school and community.

According to Peterat (1999), responsive curriculum happens where "curriculum decisions respond to the realities of students' lives and are informed by a sense of obligation to meet students' interests and needs" (p.206). Textile and clothing classes are different and responsive in that "pedagogies are individual, small group, active, student-centred, relaxed, informal and take place in a supportive environment" (p.207). They are unique in comparison to other subject areas. Much of the uniqueness can be attributed to the efforts made to create nurturing spaces. In these places, participants grow socially, emotionally, psychologically and intellectually given the care and sense of community created by teachers (p.212- 213). This has been my experience, too, whether in the classroom or in community settings. There is a kind of therapeutic benefit from being engaged with fabric, yarn, thread and tools and in a collaborative setting. In an era where mindfulness and mental well-being is foremost, the creating, designing, sewing, stitching and more that comes with working with textiles of all kinds cannot be underestimated. Textiles still matter.

Then there is the idea of visibility. In textile related classes teachers become very aware of developing abilities, knowledge and skills. This is true in community settings, as well. There is also the notion that learning to be productive on behalf of others offers meaningful gestures of caring and giving (p.215). For students there is a "social development towards citizenship" (p.215). I would argue that this is true in community settings, too. When I think of the fidget aprons, the super capes, the cloth face masks, and attachment hearts, the pillows, bags and quilts made from recycled materials, these become the visibility of textiles, textile related classes and textile related community activities. Clearly teaching and learning about textiles still matters.
Is there value in teacher education programs to teach future Family Studies teachers how to teach textiles and clothing? Do textiles still matter? While I want to shout a resounding, "YES", I also recognize that teaching and learning about and through textiles and clothing offers rich opportunities to explore history, culture, art and so much more. As educators and community leaders we need to be proud of this dimension of Home Economics. We need to be advocates and supporters of initiatives that rely on the knowledge, understanding and skills connected to textiles for indeed, they very much matter.

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Using Cookbooks to Document the Challenges and Solutions of Daily Home Life: The Case of *Personal Recipes*, Vernon BC.

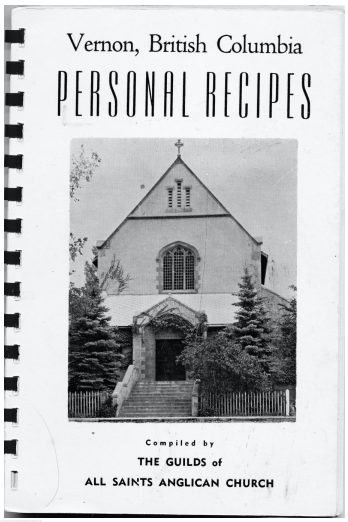
Linda Peterat

Julie van Rosendaal (2018) has written that cook books:

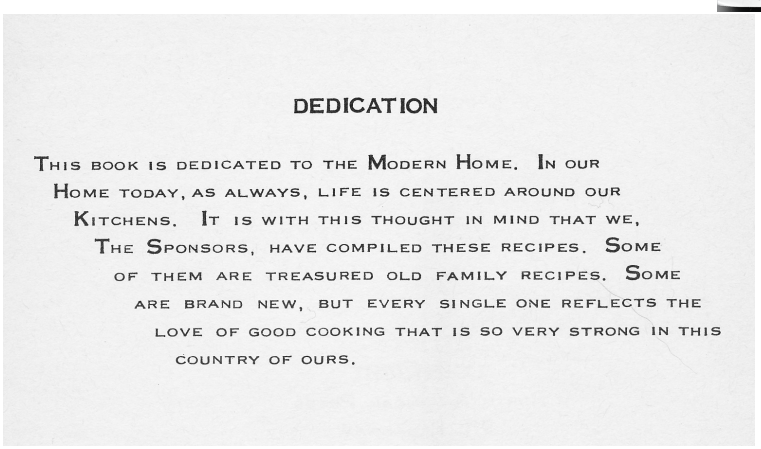
> …provide more than just instruction; they're aspirational anthologies of our day-to-day lives, connecting us to our past and helping us imagine how we might comfort, nurture and socialize with one another in the future. Older texts have as much to do with history as cookery, documenting the challenges and solutions of everyday life.

If van Rosendaal is right, what does it mean to read a cookbook as history? And, what challenges and solutions of everyday life might be interpreted from a cookbook of the 1950s?

The Guilds of All Saints Anglican Church in Vernon, British Columbia compiled a 64-page coil bound community cookbook in the 1950s titled *Personal Recipes*. As a community cookbook printed in Kansas City it appears as an early fundraising effort of the Guilds, likely composed entirely of women. Thus, the cookbook can be interpreted as a book created by women for women. As such, one can imagine that the women who contributed the recipes either chose their or their family's favourite recipes that they believed would be most useful for other women in the community.



The dedication that appears on the opening page of the book is to the modern home, a "life centered around our kitchens," and "a love of good cooking." There are 88 signed and 4 unsigned contributors of recipes. The majority (56) contributed one recipe, some (31) contributed two, and one person contributed three recipes. Contributors identified themselves in at least five different ways: full name for example Ruth Ruffle, as Mrs. using their name as in Mrs. Ada Varley, as Mrs. using their husband's name as in Mrs. Joe Peters, using no identifying first name as in Mrs. Carew and using no first name as in P.M. Collins. Consistency in name format did not appear to be an issue and the wide range of formats that contributors chose indicate a vast range in the way women chose to self-identify.



DEDICATION

This book is dedicated to the Modern Home. In our Home today, as always, life is centered around our Kitchens. It is with this thought in mind that we, The Sponsors, have compiled these recipes. Some of them are treasured old family recipes. Some are brand new, but every single one reflects the love of good cooking that is so very strong in this country of ours.

Personal Recipes is organized into eight sections:
Relishes, Pickles and Appetizers. This section contains 11 recipes, 9 for pickles and relishes and only two appetizers. This section begins with a recipe for Green Tomato Soy (a sweet sour relish/pickle) and the comment that "This is adapted from a very old recipe." The recipes in this section indicate that appetizers were not common in the meal patterns of Vernon families at this time.
Soups, Salads, Beverages. This section contains only three recipes, one recipe for Family Salad Dressing with a comment that the recipe is "easily made and inexpensive", one recipe for Lemon Syrup that will make an "easy summer drink" and one recipe for Potato Wine. The size and contents of this section suggests that family meals were likely not multi course with salads and soups as starters. Possibly if salads or soups were served in families, they were made without following a recipe.
Miscellaneous Meat Substitutes, Vegetables – This section contains five recipes: Cheese Rarebit, Sandwich Spread (makes nine pints and is canned in jars), Egg Souffle Salad (molded jelly salad), Ripe Cucumbers as a Vegetable with Cheese Sauce, and Corn Roast (a corn based casserole). Because Vernon is such an abundant vegetable growing area, it's likely that lots of vegetables were served in meals but it is also likely that recipes were not followed and steaming or boiling were the usual methods of preparation.
Meat, Fish, Poultry – This section contains 14 recipes, many simple in preparation and economical in ingredients, for example, Mock Chicken Casserole using canned tuna. Some offer ideas for stretching inexpensive cuts of meat for example Chili Con Carne, or Rullu Pylsa, a spiced rolled lamb flank (a recipe of Icelandic origin), or Porcupine Meat Balls. Casseroles that blend foods and are easy to prepare are also common, for example: Minced Beef Yorkshire Pudding, Dinner on a Dish, Liver Casserole, or Steak and Kidney Pudding. Salmon Loaf and Curried Salmon both use canned salmon. These recipes reflect values of easy preparation (few ingredients, canned foods, casseroles), use of foods on hand (canned salmon), and inexpensive cuts (ground beef, liver, canned tuna and salmon).
Rolls, Pies, Pastries. This section contains 17 recipes in total (2 shortbread, hot water pastry, 4 quick breads, 2 yeast breads, 3 pie recipes, 2 tart recipes (Prize Butter Tarts and Honey Tarts that contain no honey and use "Golden syrup" instead). One recipe for "A Different Lemon Pie" that has the usual lemon pie ingredients except uses gelatin and egg whites beaten stiff and folded into a custard type mixture and served with whipped cream topping.

Mrs. Ada Varley got poetic about Doughnuts and offered her recipe giving ingredients, method and advice in verse form:

> DOUGHNUTS
> One cup sugar, brown or white
> Now add an egg and beat it light
> A little salt with spice to taste
> Baking powder too, must now be placed.
> Three teaspoonful bought of Gillette
> I find as good as any yet.
> One cup of milk, now stir together
> They will prove as light as any feather.
> Just flour enough to roll them out
> But you must mind what you're about

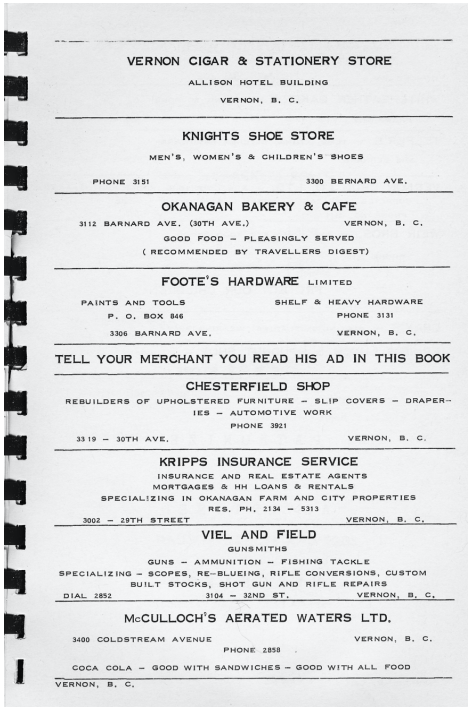
And keep your lard at proper heat
You'll find these doughnuts hard to beat.

The large number of recipes in this and the next section indicates that baking is prized by these women. Turning out delicious baked goodies for children and husbands, and possibly community social events were likely high priorities for these women and closely tied to their identity as homemakers. Ingredients were simple (dates, walnuts, currants); flavourings readily available (orange, lemon, vanilla), and spices were only in the Quick and Easy Pumpkin Pie recipe that used nutmeg, mace, cinnamon and ginger.

Cakes, Cookies. This section contains 56 recipes. One recipe for Sea Foam Frosting has a commentary: "Very easy and very good." There are 18 recipes for cookies, 29 for cakes, and 9 for squares or bars. Cookie recipes include Rice Krispie Cookies, Date Porcupines, Norwegian Drop Cookies, -- nothing exotic but lots of dates, coconut, and walnuts. Cakes include Wacky Cake, several recipes for fruitcakes, sponge and chiffon cakes, and Hungarian Nut Cake. The preponderance of cake recipes suggest that baking cakes was a frequent activity for these women and that they either love to bake cakes or recognize it as an expectation of their homemaker/mother role that needs to be fulfilled.
Desserts. This section contains 12 dessert recipes (2 slices, 8 puddings). Ginger Fruit Pudding by Grace Clarke includes 1 package of gingerbread mix in the ingredient list, the first packaged mix in any of the recipes. She also indicates that instead of the mix "Your favourite gingerbread recipe may be used to make this dessert." Pudding recipes include chocolate, lemon, peach, apple, carrot, and plum.
Jelly, Candy, Preserves. This section contains eight recipes, five for candy and three for Orange Marmalade, Red Pepper Jam and Mint Jelly. Candy recipes include: Chocolate Fudge, Nut Brittle, Toffee, Cocoanut Ice, and Butter Nut Crunch.

At the end of each recipe section there are blank pages with the heading "Write Extra Recipes Here:" – an invitation to the user to enter some of their own recipes. In the cookbook I analyzed, no one had written any recipes.

In addition to the recipes in eight sections, there are eight pages of information and advice. These include single pages on: Weights and measures (equivalents as in 1 lb. rice…2 cups), Frozen Foods (advice on how to defrost and cook frozen foods), Cooking Terms (for example entrée, frappe, fricassee, julienne), Roasting (time and temperatures for roasting all meats), Hints (2 pages on tips about for example how to avoid dry biscuits, soggy bottom pie crusts), Foods to Serve 25 People (for example 1 ½ pints pickles, 10 lbs. pork roast), Take Time for 10 Things (work, think, play, read, worship, help and enjoy friends, love, dream, laugh and plan), Calorie Counters (3 ½ pages of foods and the number of calories each provides) and an Index of Recipes. The cookbook also contains six pages of advertisements for city merchants who sponsored the book and a note of appreciation at the front of the book.



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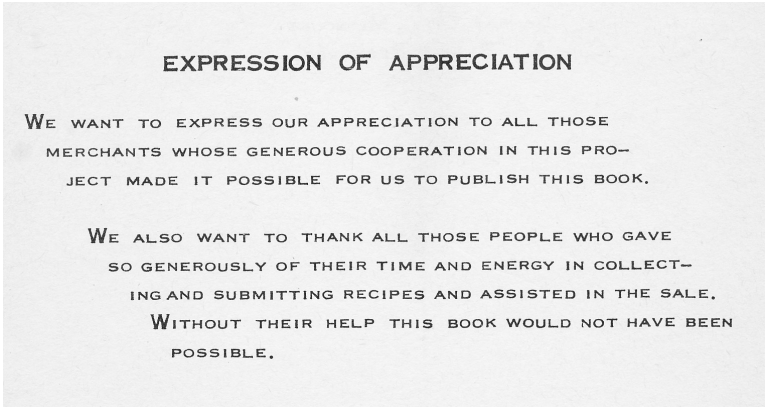


EXPRESSION OF APPRECIATION

WE WANT TO EXPRESS OUR APPRECIATION TO ALL THOSE MERCHANTS WHOSE GENEROUS COOPERATION IN THIS PROJECT MADE IT POSSIBLE FOR US TO PUBLISH THIS BOOK.

WE ALSO WANT TO THANK ALL THOSE PEOPLE WHO GAVE SO GENEROUSLY OF THEIR TIME AND ENERGY IN COLLECTING AND SUBMITTING RECIPES AND ASSISTED IN THE SALE. WITHOUT THEIR HELP THIS BOOK WOULD NOT HAVE BEEN POSSIBLE.

Discussion

If van Rosendaal (2018) is right, what does it mean to read a cookbook as history? *Personal Recipes*, written in the 1950s can be read as a book written primarily by women for women and as a document that can reveal women's lives (McDougall, 1997). I have chosen to analyze this text through a critical interpretive lens. I completed several readings of the text, doing empirical analysis of the content – the number of contributors, the number of recipes, the kind of ingredients and then considered what was present as well as not present in the text.

Aspirational anthology of everyday lives

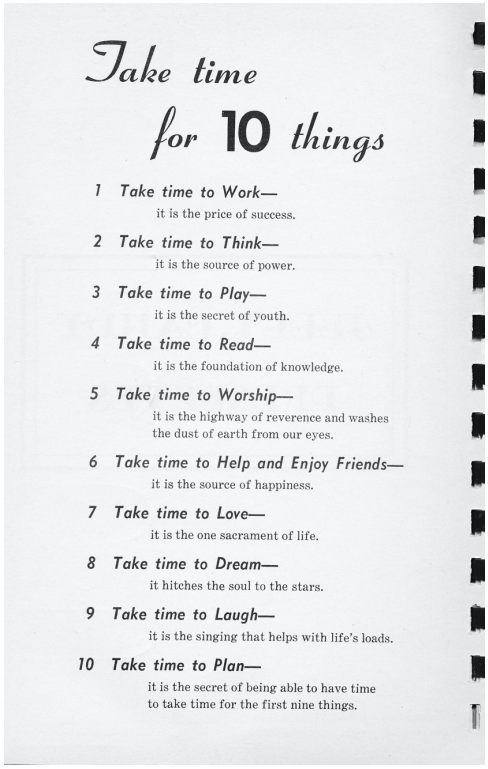
There is a sombre, serious tone to *Personal Recipes* that conveys helpfulness toward other women and the desire to relieve the burdensome nature of food preparation and domesticity. The eight pages of information and advice are further evidence of the helpful supportive tone of the book. McDougall (1997) comments that the writer's voice (and sometimes joy) can come

through in commentary on recipes, breaking "the drone of ingredients, measurements, and instructions" (p, 116). The drone is evident in the unimaginative recipe titles in *Personal Recipes* that are very straight forward descriptive, for example Barbecued Spareribs, Salmon Loaf, Two Egg Chiffon Cake, Oatmeal Cookies. No pretensions! The commentaries are mainly helpful, for example "This is a never fail recipe and makes a fairly short pastry" about Hot Water Pastry (p. 17), or "Nice for slicing" about Date Bread (p. 18), or "Very easy and very good" about Sea Foam Frosting (p. 23) or "Watch carefully as they burn quickly" about Walnut Chews (p.25). Rare moments of humour come through in the commentary about Hermits: "These cookies keep well –if well hidden" (p. 27) or "Mmm – Good" about Dream Cake (p. 32) and Mrs. Ada Varley's poetic rendering of her Doughnut recipe (p. 20). The inclusion of a recipe for Potato Wine may indicate that domestic life was not entirely devoid of pleasure and frivolity.

The emphasis on easy quick food preparation reveals the underlying tension of women's role in relation to food in the 1950s. While the recipe emphasis is on simplicity, economy and quick preparation, the dedication of the book highlights the importance of the kitchen as the heart of life in the modern home. While the kitchen is highly valued, we really don't want to spend much time, energy or money to food production. The number of recipes for cakes, cookies and desserts underscores the aspirations of these women to produce glorious sweets for their families and community events rather than nutritious vegetables and fruit.

Some cookbooks aspire to a higher class, idealized perfect product, or pretentious tone but little of this is evident in *Personal Recipes*. The only traces of pretentiousness can be found in some of the "hints" offered. For example, "Toast the nut meats and while hot add a little butter. Then your nut bread will take on a new aristocracy" (p. 16) or "Meringue will always stand up high and perfect if a generous pinch of baking soda is added to beaten whites" (p. 16).

Longone (1997) found that common components of community cookbooks were poetry, prose, or quotations from the Bible on women's duties. Reading a cookbook as history would mean giving attention to the way that the book aspires to improve the quality of community life and the nature of the regional culinary culture that the book records. The contents of *Personal Recipes* suggests that community life can be improved through efficiency, thrift, support for women in fulfilling the role of food preparation in the home and community. The regional culinary culture is more likely evident in the absences and what is taken for granted in this recipe collection. Vernon is an area of the Okanagan abundant in fresh summer vegetables and fruit, yet recipes for vegetables and salads are nearly absent in this recipe book. In conversation with one woman who was a child in the 1950s in Vernon, she commented: "My dad hated salads and so we never had salads. We ate very plain food – meat, potatoes, vegetables"(Conversation, February 7, 2019).



Take time
for **10** *things*

1 *Take time to Work—*
it is the price of success.

2 *Take time to Think—*
it is the source of power.

3 *Take time to Play—*
it is the secret of youth.

4 *Take time to Read—*
it is the foundation of knowledge.

5 *Take time to Worship—*
it is the highway of reverence and washes the dust of earth from our eyes.

6 *Take time to Help and Enjoy Friends—*
it is the source of happiness.

7 *Take time to Love—*
it is the one sacrament of life.

8 *Take time to Dream—*
it hitches the soul to the stars.

9 *Take time to Laugh—*
it is the singing that helps with life's loads.

10 *Take time to Plan—*
it is the secret of being able to have time to take time for the first nine things.

The information page "Take Time for 10 Things" provides a balanced list that encourages the cookbook users to take time for a diverse list of activities that can contribute to a good life. It suggests that the recipe writers are living busy lives with many demands and dimensions beyond family food preparation.

Challenges and solutions of everyday life

The recipes in *Personal Recipes* are written in an earnest straightforward way with some encouraging notes. Their presentation suggests that sharing is important and it is assumed that the reader is quite experienced in food preparation. The method for mixing ingredients in recipes is often very brief. For example, the recipe for Rice Krispie Cookies lists 12 ingredients and the instructions given are: "Roll in small balls. Press down with a fork. Bake at 350 degrees for 10-12 minutes" (p. 23). It is assumed that the reader will know how to proceed with combining and mixing the 12 ingredients listed!

The challenges of everyday that *Personal Recipes* attempts to address include how to provide interesting, inexpensive baking and meals for husbands, children, family and community members. Food that is not too high in calories and is quick and easy to make is important because women are taking active roles in their church and community. They lead active multi-dimensional and demanding lives in which the preparation of food for families is only one task among many.

Bower (1997) suggests that cookbooks contain many elements of story and outlines four different common plots she found in cookbooks. The integration plot "involves a communal

autobiography of social acceptance and achievement. This is a modest text where the main story is one of the authors achieving assimilation and status through their acceptance of the larger society's conventions and standards" (p. 38). This plot is mostly evident in *Personal Recipes* through its lack of challenging, edgy or controversial recipes or advice. The Potato Wine recipe is certainly the most unconventional, but its simple inexpensive ingredients make it consistent with the general theme of thrift and economy in the cookbook.

Longone (1997) traces the origin of community charitable cookbooks to the era following the American Civil War and a movement that continues into the present. She claims that at a time when women were without full political participation and representation, they found the community cookbook was a way to participate in the public life of the nation. Similarly, Bower (1997) claims the dominant theme of community cookbooks is breaking the silence and coming to public voice of women often denied that voice in other public places. The cookbook grew out of women's organizations that were a training ground for women's participation in public and social spaces. The information page "Foods to Serve 25 People" that appears in *Personal Recipes* suggests that women were often responsible for entertaining large numbers of people possibly in family gatherings but also in community social events such as receptions, dances and picnics.

Connecting to the past and imagining the future

Personal Recipes, written in the 1950s portrays women's lives at that time in a small British Columbia city. Community cookbooks could have a place in the home economics classroom by helping adolescent students to understand the lives of their parents and grandparents. What might they learn by reading cookbooks from the 1980s and 90s and the 1950s and 60s? The books do reveal solutions to the practical problem of what should be eaten daily to maintain health and wellbeing. They indicate through the ingredients used, the extent to which advertising, commercial interests and an industrial model of the home influenced everyday life. They reveal the state of gender equality in the home in relation to food preparation. They speak to the attitudes and significance we give to food in our lives, the values and rituals that surround the food we eat.

Conclusions

Food preparation was something to be done in the easiest, quickest, most simple way possible in the era in which *Personal Recipes* was written. The recipes suggest that the women who contributed them were not gourmet cooks but rather concerned with providing food for their families in an economic and efficient manner. The recipes the women contributed were ones they would recommend to a friend or "fellow" homemaker – something easy, quick, likely to satisfy or please their family without requiring too much time or labour. Food preparation was a task that in this era of the 1950s was the responsibility mainly of women working isolated in their home kitchens. Food preparation was not shared but recipes through community cookbooks were. But the cookbooks served to sustain an isolation in the kitchen that is implied through the desire for simple efficient preparation. Food was not honoured, glorified, or revered or shared in preparation but rather fell into the industrial model of efficiency and division of labour.

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Food Literacy as a Way to Live in the World

Kerry Renwick

Food literacy is a concept that has been heavily theorized however there has been less attention given to what it 'looks' like in practice. It is a term that has been adopted by practitioners and scholars working in a range of sectors that share an interest in food and nutrition. As a result, food literacy has emerged as a topic of research in and of itself. To be food literate, an individual needs to 'read' the social, cultural, political and economic circumstances that control both what food is available and how selections are made. This paper uses a critical food literacy approach to review what has become recent practice in the field. In particular, this exploration considers what food literacy looks like when it is enacted with youth in school and community settings.

This paper describes two research projects undertaken with youth in Vancouver since 2002. Using the three dimensions of critical food literacy, a range of practices that build the capacity of young people to do more than read food labels. Rather, the intent is to identify how understandings about food as a social practice can be developed.

Food literacy

That food literacy aligns with the interests and work of home economists is well documented. Smith (2009) discusses the nuances of food and nutrition education and posits that home economists should be focused on food literacy in their practice. A review of published work by Benn (2014) identified a range of understandings about what food literacy is including a broad understanding of it including cooking and socio-cultural aspects of food. And finally, there are a number of papers on the potential and capacity of young people developing food literacy because of their engagement in home economics (Pendergast & Dewhurst, 2012; Pendergast, Garvis, & Kanasa, 2011; Ronto, Ball, Pendergast, & Harris, 2016; Ronto, Ball, Pendergast, & Harris, 2017). It is this work that is being undertaken by those home economics and health promotion fields amongst others that is not only conceptualizing what food literacy is but also how it informs the work that we as home economists, do.

Food literacy has emerged as a concept along with some 30 or more versions of literacy including computer, emotional, financial, health, information, physical and social. Amongst the burgeoning examples of literacy there are also several definitions of food literacy in use. The two most widely cited are by Vidgen and Gallegos (2014) and Cullen et al. (2015). However, Renwick and Powell (2019) have identified a flaw in these definitions in that there is "an overwhelming emphasis on 'food, with far less attention being paid to literacy'" (Renwick & Powell, 2019, p. 24). These two definitions are primarily focused on food, with literacy essentially unrecognized. Secondly there is a concentration on individualistic food behaviours such as decision-making; and lastly, wider contextual influences such as the community are only implied.

Locating the literacy

To provide a literacy focus, this paper draws on the work of Bill Green (2012a,b) who positions literacy as "a social practice with its use and understandings being context dependent. It is an essential element within and of education, and that literacy offers possibilities for engaging in

everyday life" (Renwick, 2017), something that home economics educators can both appreciate and make more use of.

Green's framework is an integrated, holistic approach that incorporates operational, cultural and critical literacies (2012a,b). The three aspects are not isolated components nor hierarchical instead all three should be considered concurrently. Each aspect is important in its own right but when considered together provides a context to consider the interplay between each. In combination these different understandings about literacy enable reading of our social context, and therefore give insights into how we live in that world.

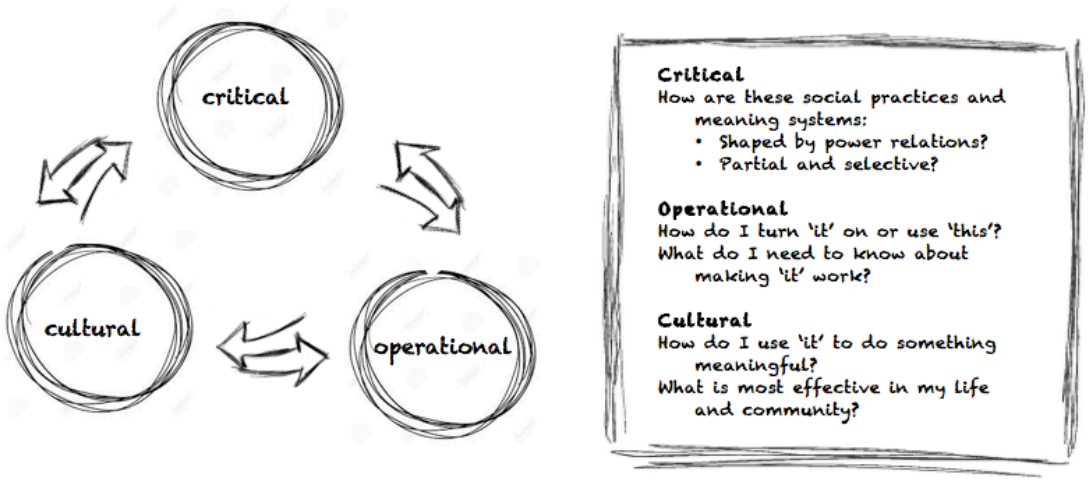

Figure 1 Critical Food Literacy (source: Renwick 2017)

For instance, the convergence of operation and cultural literacies enables consideration of not only what and how things 'work' but how they may function in diverse social environments. Operational and critical literacies intersect around not only the technical but also about what 'technologies' are assumed as being available to use. And finally, the alignment of cultural and critical literacies is used to distinguish and identify both represented and omitted socio-cultural perspectives (Thoman & Jolls, 2004).

Looking for food literacy in action

While the concept of food literacy is a relatively recent one engagement with the three aspects is evident in any engagement with food at a personal level and through food systems in economic and/or sustainable ways. The rest of this paper provides a brief analysis of two programs and identifies how the associated activities align with each of the three aspects of food literacy.

Program 1 - on the farm at UBC

The Intergenerational Landed Learning on the Farm for the Environment (ILLP) is a project run out of the University of British Columbia. Begun in 2002 by Dr. Jolie Mayer-Smith and Dr. Linda Peterat, the project brings together "collaborative teams of elders, younger adults, and school children in learning with and caring for the Earth" (ILLP, n.d.). Since its inception, it has been estimated that over 1500 students, 500 volunteers and hundreds of teachers have been involved. The program runs between September and June where the "farm friend teams" work their allocated plots. The children experience the full cycle of a local food system, preparing and

sharing meals using foods they have grown and harvested in their gardens, and transforming waste into nutrient-rich compost.

While this project did not focus on food literacy *per se* it offers a way of seeing food literacy through a critical lens (see Figure 2). Attention to food literacy as operation is clear. The whole growing cycle is represented from seed to table to compost. The cultural element is also evident. The building of interpersonal networks that are positioned around gardening at the UBC farm contribute to the program's claim for community based and place-based learning. As young people work with their farm friends, they get to hear about their farm friends' life experiences and life histories while also taking time to share expertise. Discussions about different environmental and scientific ideas induct young people into particular worldviews about farming and gardening. This can also be framed as leading to a critical literacy.

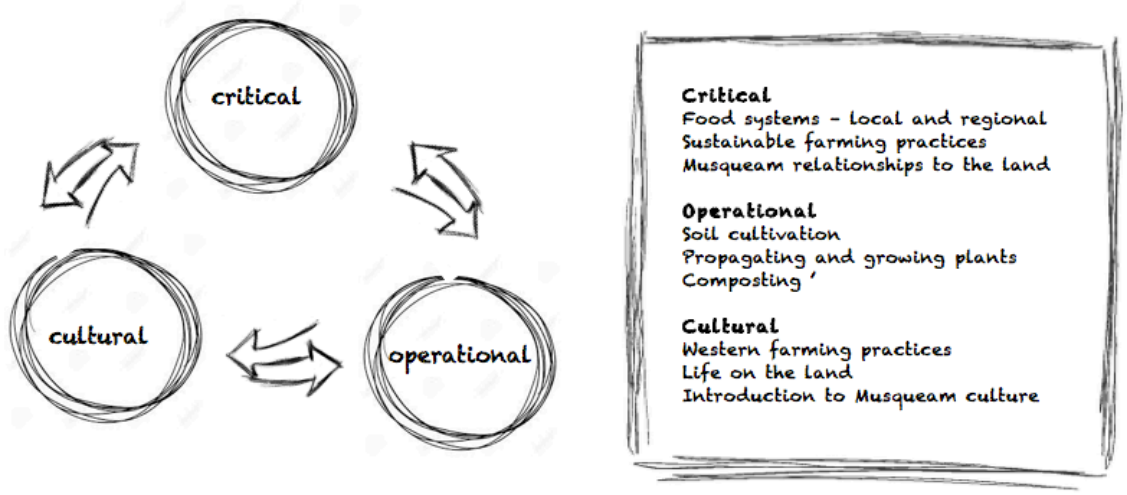

Figure 2 Critical Food Literacy at the ILL project, UBC

In the 2018-19 year this project initiated a pilot program in partnership with a local elementary school. The school is defined as an Aboriginal Focus School with approximately 60% of the students identifying as Indigenous. Both Indigenous and settler population children have a shared opportunity to learn and engage with Musqueam and other First Nation cultures. Within the project, young people had the opportunity to engage with Indigenous adult mentors, Indigenous youth mentors, and community volunteers. The focus of this pilot project was to honor traditional practices of caring for the land, self, and community (ILLP, n.d.). In doing so, it offers a different perspective of engaging with the farm as a green space that draws from understandings about being in a place that has an Indigenous history of over 10,000 years. By engaging with Musqueam knowledges and understandings on territory at UBC farm the students experience other ways of seeing community and place-based learning. Traditional practices are offered in ways that build an appreciation of context and difference. And given the early stages of this initiative it is argued that this critical dimension is still developing.

Program 2 - Think&EatGreen@School

Beginning in 2008 the Think&EatGreen@School project (aka TEGS) was a research project funded by both SHRRC and CIHR out of the Faculty of Food, Nutrition, and Health at UBC. The TEGS supported school projects where students, teachers and community members grew, prepared and shared sustainable food and learned of the important links between food, health and

the environment. A key research focus of TEGS was to record and assess the Vancouver school food environment, and to communicate the benefits of a healthy, sustainable school food system. To date TEGS has included at least 34 Vancouver schools and involved between 25 and 300 students per school.

While the research project formally ended in 2015, a momentum of activity has continued between UBC and project schools. TEGS continues to work supporting Vancouver schools providing small grants for curriculum initiatives focused on local food system sustainability and food sovereignty.

This project did have food literacy within the project's research questions. Having said that, understandings about food literacy are implied rather than expressed. For example, there are intentions to identify "methods for increasing food and sustainability literacy among teachers and students". There was also an intention to understand and develop the "'best methods' for increasing literacy about food systems and sustainability in schools" (TEGS, 2014). While a definition of food literacy is not provided, there is recognition of food systems as being complex and the work is thus informed by the definition provided by Cullen et al. (2015).

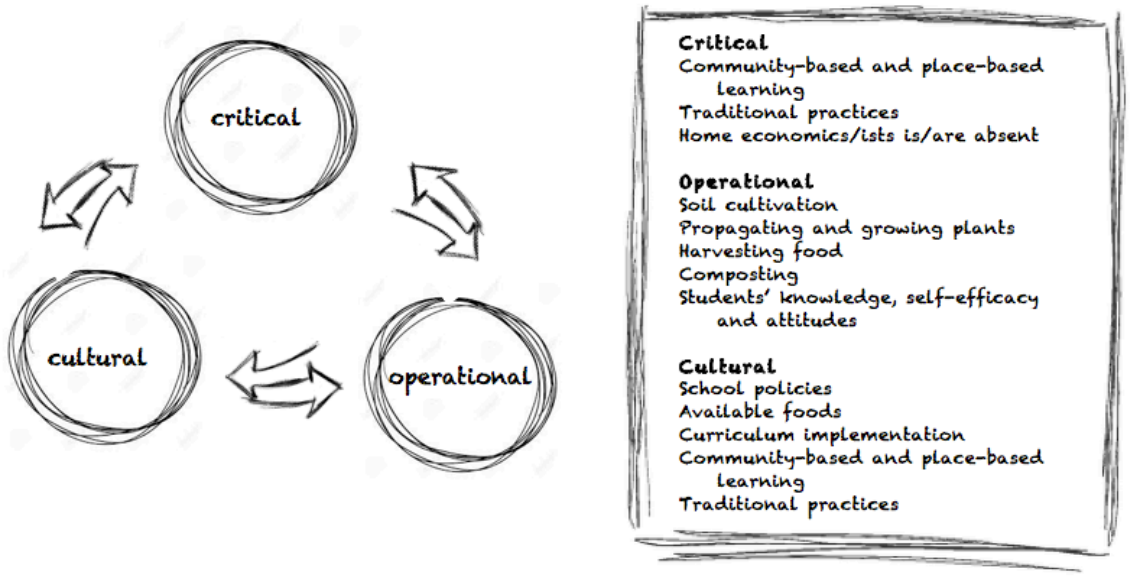

Figure 3 Critical Food Literacy in the TEGS project

Perhaps not surprisingly there are similar food literacy activities to what the Intergenerational Landed Learning project offers. With its community-based research focus, TEGS has offers some examples of research activities and outcomes through it various reports (TEGGS, 2014). It is interesting to see the individualistic and food system related data and information that has emerged to date. But what is also worth noting is that in spite of expressed intentions for increasing literacy about food, sustainability and food systems, reporting on any insights about food literacy from this research is still to come.

Conclusion

Food is central to life and our everyday routines. Our practices and specifically our food literacy practices are to be found in the ordinary events of preparing, eating and consuming food. They are developed through the relationship we have with our family that is in turn influenced by our

culture and community. As food and nutrition educators, we are seeking ways to engage with our practice in ways that contribute to the well-being and health of those that we work with. Food literacy is an emerging concept in our field however it is arguably at risk of being over theorised and under practiced. There are number of assumptions at play including what food literacy actually is (Renwick & Powell, 2019). This meta-analysis of existing research provides some insights in to what food literacy can look like in practice. Within the two projects offered in this paper there is evidence of food literacy in practice, but it is often not framed as such. It is also possible to see work that is claimed to be food literacy but is without a definition. Surprisingly there is a lack of connection to home economics curriculum and there is no acknowledgement of the work already undertaken by home economists. This suggests that there is work for the profession to both highlight and celebrate what we do.

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Keeping the "British" in British Columbia: A Case Study of Using a Cookbook for Historical Research

Mary Gale Smith

General Introduction

In this article, I investigate a British Columbia community cookbook from Victoria, British Columbia published in 1941. Community cookbooks are compilations of recipes created by organizations, such as church groups or women's clubs, who seek to share practical culinary knowledge often for a specific purpose or cause or to celebrate an event. Green (2010) suggests that vintage community cookbooks are "infused with a sense of time, place and character that commercial cookbooks seldom offer" (p. 1) making them ideal artifacts for researching the quotidian, everyday life. As van Rosendaal (2018) says, "older texts have as much to do with history as cookery, documenting the challenges and solutions of everyday life". Women traditionally did most of the home's cooking, so historical cookbooks often shed light on the ordinary lives of women and provide unique insights into communities and households not found in commercial cookbooks (Rabinovitch 2011). Theophano (2002) suggests that they can be viewed much like quilts and other domestic artifacts as sources to view women's lives when there are few other textual sources.

I classify this as historical research (McDowell, 2002). Historical research involves studying, understanding and interpreting past events. In home economics, historical research provides yet another layer of context for understanding everyday life by locating them in specific times and places (Burke, 2001). Vincenti (1989) argues that historical research is important for home economics "to obtain a historical perspective on particular problems in the work of the profession" (p. 92). Data for historical research is usually categorized into primary and secondary sources. Driver (2009) contends that cookbooks are primary sources, firsthand information such as eye witness accounts or original records that have survived from the past. They are sources of original, uninterpreted information. She also notes that pre-1950 community cookbooks in Canada were compiled outside the conventional publishing realm and therefore they reflect the tastes and cooking practices of the home cooks who contribute the recipes as opposed to professional cookbook authors.

Introducing the Case: The Navy League Chapter IODE Victory Cook Book

The Navy League Chapter IODE Victory Cook Book (see Fig. 1) was published in 1941 by the Victoria Navy League Chapter of the Imperial Organization of the Daughters of the Empire in order to raise funds for the war effort. I located it on the Wartime Canada Website. It is a 92 page document that includes:

• 36 ¾ pages of advertising

• 7 pages of informational material, e.g., introduction, list of patrons, a word of appreciation, table of measurements, what to serve with meats, fish, etc., a plan of a week of meals, kitchen hints, how to remove stains, special menus (e.g., Thanksgiving, bridge), about cakes.

• 49 ¼ pages of recipes [Soups (5), Vegetable Dishes (14), Seafood and Fish Dishes (15), Meat Dishes (27), Salads (15), Cakes (45), Pies (6), Desserts (9), Biscuits and Bread (5), Cookies and Small Cakes (12), Luncheon Dishes (12), Candy (5), Jam (5) Pickles (9)]

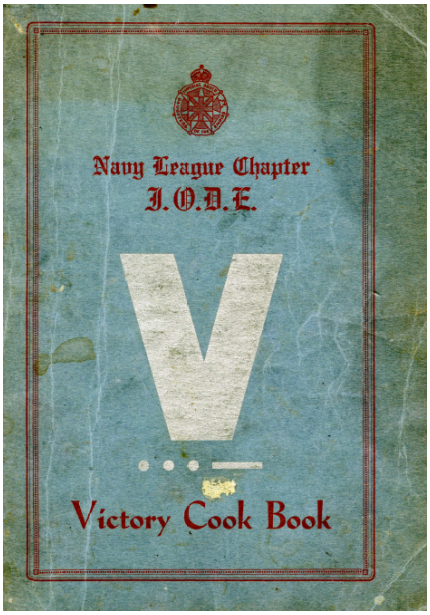


Figure 1. Front Cover of the Navy League Chapter IODE Victory Cook Book

This cookbook was published by a women's organization, and I analyzed each section of the cookbook using a structured approach that involves breaking the text into different groupings (Wheaton, 2006; Mac Con Iomaire, 2013). I discuss two themes that struck me as I read and re-read this cookbook: a) although this cookbook was written during World War II with the intent of raising money for the war effort and has been described as a "wartime cookbook", it appears to be more about "keeping up appearances," British appearance, that is, than coping with war time food shortages and rationing; and b) how it is an example of how women's organizations existed in the liminal space between the public and private sphere and involvement in a women's organization and its activities, had the potential to introduce women to public participation.

Structured Analysis

Wheaton (2006) recommends five different groupings for a structured analysis: ingredients; equipment or facilities; the meal; the book as a whole; and its worldview. She argues that systematically examining the book under these headings, extracts much more from the cookbook than is apparent at first. Other researchers have used slightly different categories but continue to use a structured approach to the analysis of cookbooks in which the researcher applies critical reading skills in order to "break down" a text. For example, Inness (2006) includes categories of identity (e.g., gender, race, class, etc.) while Staub (2012) looks specifically at what cookbooks say about citizenship. For my structured approach I selected the following categories: the cover; the introduction page; the recipes; the menus; the recipe submitters; the patrons; and the advertising.

The Cover

At the top of the cover is the IODE emblem (see Fig. 2).

Figure 2. IODE Emblem

The crown represents the British monarchy, the flag in the center is Union Jack which stands for Britain and the Empire, and the seven-pointed outward-radiating star, represents all of the major territories of the British Empire (Pickles, 2002) or the seven provinces in Confederation when the organization was created. The IODE's motto was "One Flag, One Throne, One Empire".

Directly under the emblem was the name of the organization:

Figure 3. Cookbook Creators

The creators of this cookbook were members of the Navy League Chapter of the Imperial Order Daughters of the Empire (IODE) (See Fig. 3). Both are volunteer organizations. The Navy League of Canada was founded in 1918 and its origins can be traced to branches of the British Empire Navy League established in Canada from 1895. The league's central function is the promotion of Canada's maritime interests, and it consistently supported expansion of the merchant marine. The league provided seamen's comforts during wartime and was active in youth training (Tucker, 1962).

The Imperial Order Daughters of the Empire (IODE) is a Canadian Women's organization founded in Montreal in 1900 to promote ties with Britain and the Commonwealth (Sheenhan, 2013). It was incorporated as a Canadian women's organization by a special act of the Parliament of Canada. During the early years of its existence, the IODE concentrated its efforts on the advancement of British imperialism—namely, promoting Britain and British institutions through education. According to the IODE Constitution, the organization's primary objectives were to "promote in the Motherland and in the Colonies the study of the History of the Empire and of current Imperial questions" and to "stimulate, and give expression to the sentiment of patriotism which binds the women and children of the Empire around the Throne" (Small, 1995, p. 81). A woman's "imperial service" or "imperialism" usually means "of or pertaining to an empire" but in Great Britain it has the added significance of "designating the principles and aims of the Imperial Federation Committee established in 1893, which invited the colonies to take a share in the cost of imperial defense" (Webster's International Dictionary, second edition, 1935).

During the Second World War the IODE in Canada, had 35,000 members and participated in war effort relief drives, such as sock drives and scrap drives (Pickles, 2002). This women's organization was originally open only to women of British background. It was considered to be the voice of Empire, Canadian identity within Empire, military action in support of Empire, and commemoration of wartime heroism (Pickles, 2002).

The two organizations were closely linked. The Dominion Counsel of the Navy League consisted of provincial presidents of that organization and the national presidents of the Imperial Order of the Daughters of the Empire and of the Federated Women's Institutes of Canada who served as ex-oficio members (Tucker, 1962).

The IODE and the Navy League were associated with the woman's club movement that became part of the Progressive era of social reform. By 1912 it was estimated that one out of every 8 adult women in Canada belonged to a women's group, making the women's organizational movement a significant force in Canadian society. Those who joined were mainly middle-aged, middle class, English-speaking and Protestant (Middleton, et al. 2014).

In the center of the page is a large “V” followed by the Morse Code for V (short-short-short-long is the letter "V") (see Fig. 4). Both are symbols for “victory". Winston Churchill's V For Victory campaign began 1941 and was considered one of the most influential propaganda stunts of World War **II**. In a BBC broadcast he called the V sign “the symbol of the unconquerable will of the people of the occupied territories” and he encouraged his compatriots to show their defiance to the Germans by painting Vs wherever they could. The V For Victory campaign spread quickly throughout the United Kingdom and became a rallying cry for the Allies. The letter V in Morse code is three dots and a dash – da-da-da DAHH – also mimics the opening notes of Beethoven’s Fifth Symphony became the sound for the BBC European services that broadcast to occupied areas (BBC World Service).

Figure 4. Victory Symbols on the

These symbols were followed by the title (See Fig. 5):

Figure 5. Title

Since “victory” was included in the title one question that arises is, “in what ways did this cookbook contribute to victory”? According to Wartime Canada, this book was released “to raise money towards war work” and it could be used to “find out what women on the homefront cooked for their families” (Wartime Canada).

The First Page

The first page is dated October 1941 appears to be an introduction written by the convener of the project although no author is noted and there is no title. Community cookbook authors often used the cookbook to explain the mission of the organization and/or their purpose for writing the cookbook. Staub (2012) claims “this information is some of the most revealing material in the

book in regard to women's beliefs" (p. 70). The Victory Cookbook begins with a little background on the organization.

> The Navy League Chapter was organized on September 24, 1912, in Victoria, B.C., with the hero of Trafalgar's great watchword "Closer Action" chosen as its motto … the interests of the Navy foremost in its work…The Chapter has always made the interests of the Navy foremost in its work. During the first Great War a $100.00 Life Membership in the Navy League of Canada was purchased in the Chapter's name, also a Life Membership in the Red Cross. (p. 1)

Trafalgar refers to the Battle of Trafalgar in 1805, where the HMS *Victory* was the flagship to the British Fleet captained by Lord Nelson. Nelson's final rallying call was "closer action" which won the day but cost him his life. This victory established British naval supremacy for more than 100 years. The use of this motto could indicate that their mission was to do anything that would "win the day" and ensure British supremacy. According to Pickles (2002) it was not unusual for chapters to adopt imperial heroes in order to promote a British Canada. IODE members frequently joined others women's groups such as the Navy League and the Red Cross.

The rationale for the cookbook is explained this way:

> Since the outbreak of the second World War, the Chapter has raised and spent an average of $100.00 a month on war work and it is for this purpose that the members have collected these tested recipes in an endeavour to raise more money. (p.1)

They don't describe their "war work" but during World War II the Navy League worked to improve the welfare and relief to sailors ashore in Canadian ports. It is reasonable to assume that they supported the men at the Esquimalt Naval Base, a military installation established by the Royal Navy in 1855 and then home to Royal Canadian Navy Maritime Forces since1910.

Also included is a description of their main fund raising activities:

> **In** 1917 a Children's Fancy Dress Ball was organized during the Christmas season at the Empress Hotel and has been successfully carried on every year since, netting the Chapter approximately $7,000,00 in the twenty-four years. Other activities, such as garden parties, card parties, raffles, etc., have enabled the Chapter to generously contribute to secondary Educational work and maintain its share in all the Order's philanthropic work. (p.1)

With previous fund-raising events clearly linked to Victorian England, a cookbook appears to be a departure from their traditional imperial focus.

The Recipes And How They Were Organized

In total, there were 49 ¼ pages of recipes comprising about 60 percent of the content of the book.

Classification according to Types

The recipes were organized according to various types of foods. That was a typical fashion of cookbooks at that time and still in use today.

Soups. There are 5 soup recipes: French Onion, Cheese, Duchess (Cheese Based), Borscht, and Spit Pea. There is some ethnic diversity here with only "Duchess" having a clear connection to

the empire. The Borscht recipe is interesting in that it has four beaten eggs added before serving and the result is described as “like a soft custard” which is quite a departure from the traditional Ukrainian Borscht.

Vegetable Dishes. There are 14 recipes in this section, featuring vegetables that could easily be grown in the mild climate of Vancouver Island, for example, potatoes, corn, carrots, tomatoes, pepper, asparagus, beets, eggplant and cabbage.

Seafood and Fish Dishes. There are 15 recipes with all but Lobster Newburg calling for fish, clams, shrimp and crab that are readily available in BC waters. The Lobster Newburg may have been included for its status value.

Meat Dishes. The is the second largest category with 27 recipes. Beef and veal dominate the menu with 3 pork recipes, 1 lamb, 1 chicken. Perhaps this is not surprising. According to Mosby (n.d.) Canadians did quite well in terms of meat consumption during the War as the ration allotment was two pounds per person per week. In fact, in combination with access to off-ration meats in restaurants and elsewhere the level of meat consumption from legal sources was in excess of what most Canadians were eating during the Depression.

Salads. There are 15 recipes in this section with 3 recipes for dressings, 10 for jelly salads, and 3 others (Hot Cheese Salad, Pear Salad and Frozen Pineapple Salad). The predominance of gelatin based salads during this time period was explored by Shapiro (2006) who explains that, around the turn of the century in America, many women in the emerging middle class began linking the changes brought into their homes by industrialization and scientific advances to their cooking. Refrigerators were quite expensive, and gelatin needs refrigeration in order to set. So in a way, preparing a molded salad or dessert was something of a status symbol. "Nothing so quickly identified a meal as upscale, glamorous and artistic as a magnificent salad” (Grey, 2015). Gelatin salads were considered dainty and refined but they were also affordable, so they became a way for ordinary women to aspire to a higher social status. As World War II began, they were a way to "prove to you and your friends that you can still do luscious entertaining in spite of shortages and rations" (Grey, 2015)

Cakes (45), Cookies and Small Cakes (12), Pies (6), Biscuits and Bread (5)
These four sections make baking the most prevalent category in this cookbook (38%). This is an indication of how much women of the day prized making baked goods, especially sweets. There is one page of information for avoiding failures when making cakes emphasizing the “reasons for failure” and how to avoid them.

Desserts (9), There are two steamed puddings, four gelatine based desserts and three requiring marshmallows. Five of the recipes are described as “pudding” which may indicate British culinary heritage as “pudding may be claimed as a British invention” (Davidson, 2006, p. 638). While earlier puddings were meat based, by the latter half of the 18th century they were mostly sweet and the two steamed puddings can be considered descendants of this tradition. Marshmallows rose in popularity hand in hand with gelatine salads once the recipe shifted from

using the sap of the marshmallow plant to using gelatine making them more affordable ("Marshmallow", n.d.).

Luncheon Dishes. There are 12 recipes in this section. Three–quarters of the recipes are deemed to be casseroles because they combine vegetables and starches (pasta or rice) with meat and sauce and are baked in the oven. The other four include one sandwich, one muffin, one omelette and Spanish Rice which is cooked on top of the stove. Although some trace casseroles back to back to prehistoric times and different cultures have a variety of baked, one-pot dishes that could be considered casseroles, the English are claimed to have adopted it in the early 18th century, and the dish really gained popularity during the Depression and World Wars. (Smith, 2007). The starches helped to pad a meal so that a small portion of meat could become a more filling dish during times of hardship. The IODE relegated casseroles to a luncheon dish which in some ways indicates that they didn't consider it necessary to limit meat. In addition, only one of the twelve recipes is labelled as a "casserole".

Candy. There are five recipes or sweets. Four are sugar based and Marshmallow Delight is made with marshmallows. This supports the idea that the recipe contributors were not too worried about sugar rationing at a time when the Consumer Section of the Department of Agriculture (n.d.) was producing pamphlets like "Sugar Savers."

Jam and Pickles. The five jam and nine pickle recipes are the only preservation recipes. This s somewhat surprising as national studies indicated there was high level of canning across the country in response to conservations efforts and Dominion Department of Agriculture had distributed a brochure stressing the importance of Home Canning in the war effort (Mosby, n.d.; 2014).

Aside from a recipe for Wartime Butter (p. 15) that describes how to make one pound of butter into 2 pounds of butter spread, there is no indication that Canadians, or at least British Columbians ate any differently during the war years.

Recipe Styles

The majority of the recipes were written with a list of ingredients followed by directions, a style attributed by Lieffers (2012) to Mrs. Isabella Beeton whose 1866 publication, *The Book of Household Management,* has been described as the most extensive guide to running a household in Victorian Britain and a forerunner to home economics (Snodgrass, 2004). Mrs. Beeton touted this logical format:

> It will be seen, by reference to the following Recipes, that an entirely original and most intelligible system has been pursued in explaining the preparation of each dish. We would recommend the young housekeeper, cook, or whoever may be engaged in the important task of "getting ready" the dinner, or other meal, to follow precisely the order in which the recipes are given. Thus, let them first place on their table all the INGREDIENTS necessary; then the *modus operandi*, or MODE of preparation, will be easily managed. By a careful reading, too, of the recipes, there will not be the slightest difficulty in arranging a repast for any number of persons, and an accurate notion will be gained of the TIME the

> cooking of each dish will occupy, of the periods at which it is SEASONABLE, and also of its AVERAGE COST. [italics and capitals in original] (Beeton & Beeton, 2000, p. 77)

Using this format then could be indicative of the imperial roots and mission of this chapter of the Victoria IODE.

Thirty recipes (17%) were written in narrative style, narrative where the recipe reads like an essay as the explanation, ingredients, and preparation are in text form, for example, Peppers Stuffed with Asparagus (p. 19), Hot Cheese Salad (p. 45), Turkish Delight (p. 85) and Date Bread (p. 55).

PEPPERS STUFFED WITH ASPARAGUS

Cut slices from stem ends of 6 med. sized green peppers. Remove seeds and white portions. Parboil in boiling salted water for ten minute. Drain and fill with creamed asparagus cut in half-inch pieces, cover with bread crumbs. Dot with butter and bake in moderate oven for 10 minutes. Serve on buttered toast.

HOT CHEESE SALAD

Make a thick white sauce with butter, flour. milk, salt and pepper, and grated cheese. Then add crab meat and sliced hard-boiled eggs and serve on lettuce leaves.

TURKISH DELIGHT

1 box gelatine (Cox or Knox) soaked in 1 cup cold water. Then take 4 cups sugar, 1 cup boiling water, salt and boil until it threads. Stand for a few minutes, then add the gelatine, and stir until dissolved. Add juice of 2 lemons and 1 large or 2 small oranges - colour. (Put cold water into mould before mixture and rinse.) When set, cut into squares and roll in powdered sugar.

-Mrs. D. H. Green.

DATE BREAD

1 lb. dates chopped, cover with 1 teaspoon of soda in 1/4 cup boiling water. Let stand until cool. Cream 1 tablespoon of butter with 1/4 cup white sugar. Add dates, etc. 1 egg, 2 cups flour, pinch salt, 1 teaspoon baking powder, vanilla. Cook slowly one hour.

- -Mrs. T. McGimpsey.

An examination of the above examples indicates commonalities no matter the recipe style:

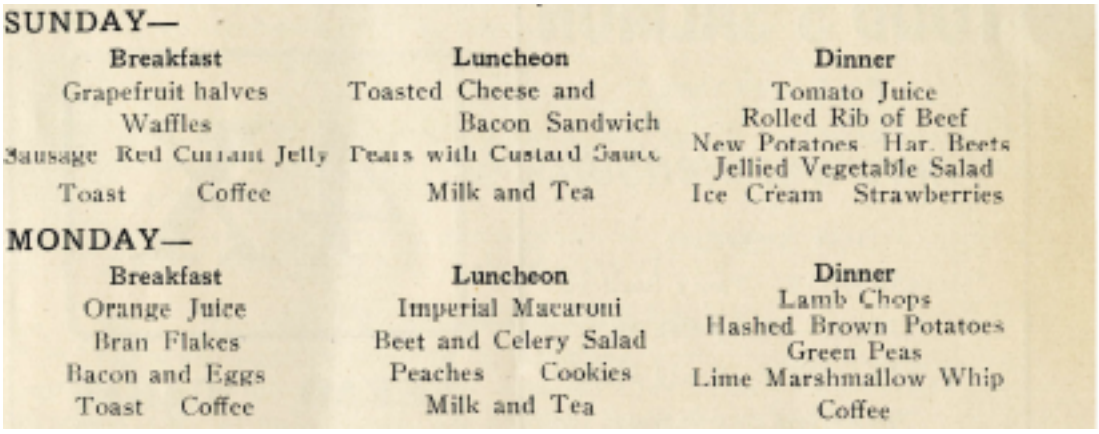
• Directions are frequently very brief and they assume a common understanding of basic cookery. For example directions for the Hot Cheese Salad assume that cooks know how to make a white sauce, in the Stuffed Asparagus how to make creamed asparagus, in the Turkish Delight what a sugar syrup would look like when it “threads” and in the Date Bread, how to

cream, and how much to mix when the other ingredients are added, what baking pan to use and how to prepare and the oven temperature.
• Seldom was any equipment mentioned. In examining all the recipes, the only equipment mentioned were: double boiler; roasting pan, baking dish, casserole, baking tin, loaf pan, frying pan. No mention of mixing bowls, knives or chopping boards, wooden spoons, or other common kitchen utensils. It appears that most cooks would have the necessary tools or be able to use what is on hand to complete the directions.
• Only 25 of the 181 recipes (14%) gave exact temperatures for cooking or baking. It was assumed that most cooks were experienced enough to know at what temperature cakes, cookies, casseroles should be baked. Similarly, the temperature for top of the stove cooking (e.g., high, medium, low) was never given. The recipes that give an exact oven temperature would give an indication that the submitter had a calibrated oven (gas or electric).

It seems that the women who submitted these recipes, assumed they were writing recipes for other experienced women, demonstrating their belief that those who might purchase the cookbook would have similar levels of domestic knowledge and skills (Bowers, 1997).

The Menus

There is one full page titled *A Modern Kitchen Helps to Plan A Week of Meals* (see Fig. 6) with Breakfast, Lunch, and Dinner for each day of the week (p. 5). The recipes for these menus are not in the cookbook**.** As an example, here are the first two days of the week:



SUNDAY—

Breakfast	Luncheon	Dinner
Grapefruit halves	Toasted Cheese and	Tomato Juice
Waffles	Bacon Sandwich	Rolled Rib of Beef
Sausage Red Currant Jelly	Pears with Custard Sauce	New Potatoes Har. Beets
Toast Coffee	Milk and Tea	Jellied Vegetable Salad
		Ice Cream Strawberries

MONDAY—

Breakfast	Luncheon	Dinner
Orange Juice	Imperial Macaroni	Lamb Chops
Bran Flakes	Beet and Celery Salad	Hashed Brown Potatoes
Bacon and Eggs	Peaches Cookies	Green Peas
Toast Coffee	Milk and Tea	Lime Marshmallow Whip
		Coffee

Figure 6 Sample of Daily Menus

There is no indication in these menus of wartime food shortages or rationing.

Another full page has three Bridge Menus with three accompanying recipes:

AFTERNOON BRIDGE MENU

Cheese and Bacon Sandwiches
Ripe Olives and Sweet Gherkins
Nut Bread and Hot Tea Biscuits
White Cake and Drop Cookies
Tea and Coffee

BRIDGE MENU

Tuna Fish Salad
Brown and White Bread and Butter
Olives
Celery Sticks Filled with Cheese
Almonds and Cluster Raisins
Iced Walnut Cake

BRIDGE LUNCHEON

Celery Olives
Consomme Salted Crackers
Tomato Stuffed with Creamed Chisken
Saratoga Chips
Hot Finger Rolls
Ice Cream in Meringue Baskets
Coffee

Figure 7. Bridge Menus

For the Bridge Menu, the accompanying recipe is Tuna Fish Salad; for Afternoon Bridge Menu, Drop Cookies; for Bridge Luncheon, Tomato Stuffed with Cream Chicken**.** The Tuna Fish Salad is a gelatine salad (see above), the Drop Cookies recipe has only a list of ingredients assuming that most "ladies" would know how to make cookies, the Tomato Stuffed with Cream Chicken does not explain how to make the Cream Chicken assuming that most cooks would know how to make a white sauce and add cooked chicken.

Inness (2001) explains that bridge luncheon and tea party menus were common in American women's magazine in the first decades of the twentieth century. The American influence might account for the predominance of olives and the reference to Saratoga Chips. Inness (2006) suggests that the dominant theme was daintiness and simplicity, giving a lot of attention to appearance with decorating and garnishing to create proper foods for women. These social events were based on the Victorian ideal of womanhood where femininity and being lady-like were held up as desirable characteristics.

There is one menu for a special occasion. The menu for Thanksgiving Dinner (see Fig. 9) is very elaborate and not unlike typical Thanksgiving dinners across Canada (BC Food History Network) in non-war years. Thanksgiving began to be observed in some areas of Canada during the mid to late 1800s. Some suggest that it harkens back to English explorer, Martin Frobisher's arrival on Baffin Island in 1578. Others note that first Thanksgiving Day after Confederation was observed as a civic holiday on April 5, 1872, to celebrate the recovery of the Prince of Wale (later King Edward VII) from a serious illness (Mills, McIntosh & Bonikowsky, 2011). Stevens (1999), suggests that Canada's thanksgiving tradition was shaped by Ontario's protestant clergy. All three suggest British roots.

THANKSGIVING DINNER MENU

Honey Dew Cocktail
Cream of Mushroom Soup Cheese Crackers
Celery Curls Olives
Steamed Salmon Hollandaise Sauce
Roast Young Turkey Dressing Giblet Gravy
Riced Potatoes Cranberry Jelly
Baked Danish Squash Buttered Carrots
Rolls
Tomato Aspic Cubes in Lettuce Cups
Orange Pumpkin Pie
Mints Almonds Apple Confection
Coffee

—Mrs. Spurrier.

Figure 8. Thanksgiving Dinner Menu

The Recipe Submitters

Forty-three women are named as submitters. There were 41 recipes with no names attached. It was not clear why the names were not attached but in many instances it appears to be in the interest of saving space and it is quite possible that when two or three recipes were submitted by the same person for the same section that the name was only placed at the end of the list. Most of the women submitted less than four recipes but Mrs. Birchall submitted nine, Mrs. T. McGimpsey 25 and Mrs. T. A. Johnston 31. All but a few used coverture-based cognomens (Ferguson, 2012) which was common at the time as women were considered to be under a husband's protection and authority.

Two used "Miss" – Miss E. M. Kittle and Miss Kathleen Johnston - the latter was Mrs. T. A. Johnston's daughter. Three submitters used their given names, Olive Richards (who could possibly be Mrs. B.C. Richards' daughter), Lottie Goreman, and Edna Kerr. One was listed as M. McGimpsey who possibly was Mrs. T. McGimpsey or her daughter. They could be unmarried women or perhaps early feminists who wanted to assert their own identity. Daughters were often encouraged to become IODE members and this intergenerational family membership contributed to the longevity of the organization (Pickles, 2002).

The location of the submitters who lived outside of Victoria were noted (Vancouver, Seattle, Ottawa, Honolulu, Albert Head, 10 Mile Point). Only two full addresses were given; Mrs. A. Kent lived at 228 Douglas Street, and Mrs. J.A. McDonald from Vancouver, lived at 1622 1st Ave. E. Both would be considered quite prestigious addresses at the time.

Including the names of the contributors was one way to build a sense of trust as it is typically assumed that a submitter would only share her best or most successful recipes (Fleitz, 2009; Ferguson, 2012). Middle and upper class women often used the opportunity to have their name in print as a way celebrate their status in society and promote their values to their community and future generations (Bower, 1997).

The Patrons and Advertisers

There are 66 entries under the title Patrons – 19 individuals (14 men, 4 doctors, and 1 woman, Mrs. W. Lee); 47 businesses which include grocery, bakery and confectionary stores, services such as electricians and welding, cafes and hotels, manufacturing and professional services e.g., barristers. In cross - referencing the names on the list with the recipe submitters I could find only one possible connection - Green Bros. Contractors is on the list and there is a Mrs. D. H. Green who 3 recipes.

There are four different types of ads based on size: half page; one-quarter of a page; one-eighth of a page; 1/10th of a page; and then a few lines in the Classified pages. There is one half page ad from the provincial Department of Trade and Industry encouraging people to buy local food products. There are fourteen ¼ page ads from a diversity of businesses ranging from creameries and bakeries, to clothing stores, to car and real estate sales, to pile driving and funeral services (56 advertisers). There are eleven pages of 1/8 page ads with 88 ads and 18 pages of 1/10th page ads with180 advertisers. The Classified Page listed 61 business under these headings: auto camps; bakeries; beauty parlors; bicycles; cleaners; children's wear; druggists; florists; glass; grocers and confectioners; Hotels; meat markets; music; plumbers; real estate and insurance; schools; shoe repairs; service stations, tailors; and miscellaneous. There were 6 additional ads filling space on recipes pages and four more on the inside of the back cover. In total there were 335 advertisers. Obviously, the women involved were able to garner a very broad range of support.

In cross-referencing with the list of submitters I could only make a few possible links. The ad for Carter-Halls-Aldger Company of Engineers and Builders might be connected to Mrs. D. W. Carter, Harte-Andrews Paints, Ltd to Mrs. W. H. Harte; Johnston & Co. real estate and insurance to Miss Kathleen Johnston and Mrs. T. A. Johnston; Harry Webb, haberdashery to Mrs. Webb; and Cameron Motors to Mrs. D. O. Cameron. At a time when almost all women were financially and politically dependent on men, I wondered whether it was common to seek support from their spouses for various projects but there were only limited indications of this.

The ability to generate so many ads can imply that the women had significant support in the community. According to Ferguson (2012) this helps to validate the women's work as worthwhile and useful. The money raised supports their cause and possibly was necessary for publication as this cookbook was professionally printed (see Fig. 8). This contrasts with the often mimeographed reproduction of community cookbooks.

Figure 8. Publisher

Discussion

Two themes struck me as I read and re-read this cookbook. The first relates to what I didn't find. I thought I would find information related to what women cooked for their families in wartime and examples of how they dealt with food shortages and rationing. There were over 200

cookbooks produced during the war that generally focused on ration-stretching on themes such as sacrifice, thrift, and conservation (Driver, 2008; Mosbey 2014). Women were encouraged to become "house soldiers" (Canadian Starch, n.d.). There were campaigns to promote certain 'patriotic' foods such as the provincial Department of Trade and Industry ad in this cookbook. People were growing victory gardens, Canada's Food Rules were introduced and there were meatless Tuesdays (Mosbey, 2014). Yet aside from one recipe on Wartime Butter, none of this was mentioned in this "wartime cookbook."

It seems to me that "keeping up appearances" or "keeping the 'British' in British Columbia" might be more apt descriptions of how these women approached life in wartime. Their goal appears to be to keep things as normal as possible during disturbing times. Between 1891 and 1921, 175 000 British immigrants settled in British Columbia. Victoria was a settler colonial city and in 1908 was described as the most "English" of all towns in Canada and where the English element was most conspicuous in clubs (Barman, 2011). According to Inness (2006) cookbooks "pass down a group's beliefs, even if not stated explicitly" (p. 5). Publishing cookbooks was an important way for women's groups to promote their causes and raise money at the same time (Driver, 2008). Leger-Anderson (2005) claims that the philanthropic and educational efforts of the IODE were "within a framework that apotheosized British/English" (p. 2). Pickles (2002) refers to this as their imperialist agenda. So, while the intent of the cookbook was to raise funds for the war effort, the hidden, perhaps hegemonic, agenda was a patriotic defence of the Empire and promotion of Britain and British institutions.

Pickles (2002) contends that the IODE did not fit neatly in the public –private dualism frequently referred to in historical work. Zukin (1991) has called this blurring of boundaries between public and private space a state of "liminality." The liminal space between public and private is somewhat sheltered from the wider public gaze and therefore can be used strategically by women to develop capacities and resources whether it be private, communal and public depending on the motivation of people using it. (Buckingham, 2006; et al. Newman, 2012). It occurs to me that the work of creating this cookbook could be considered negotiating the liminal space between public and private lives. I based this on the ability of the women of the Navy League of IODE in Victoria were able to garner the support of sixty-six patrons and 335 advertisers. In order to curry such favour, creating the cookbook could be seen as a form of public participation and a way to enter into, and be accepted in the public sphere and seek public validation of their work. In getting the cookbook professionally published and selling it, they entered the economic public sphere and this positions the book as a public text (Ferguson, 2012). It also gave IODE members a unique venue in which to learn and exercise new skills which may enable them to move beyond to broader political projects which could be an area for further research.

To sum up, this exploration of Navy League Chapter IODE Victory Cook Book (1941) exemplifies how cookbooks can reveal a great deal about society. In this case: the cookery knowledge of the women of the time; how a cookbook is imbued with the values of the

association; and how involvement in a women's organization and creating a cookbook was a form of public participation.

Implications for Home economics

Pickles (2002) sums her research on IODE by commenting that, 'the terrain explored here is replete with tensions, contradictions and ironies' (p. 11). She goes on to explain that the organization over the years has had to confront their allegiances which prompted a move from a colonial and imperial agenda to supporting the nation (Canada). She also stated that they have also had to confront the uncomfortable reality that they have been complicit in colonialism (Pickles, 1998).

Cookbooks have often formed the core of home economics curriculum. Home economists have also created cookbooks and textbooks related to cooking and culinary arts. deZwart (2005), in examining two domestic manuals used in home economics, used the metaphor of White Sauce to demonstrate that we have also been complicit in colonialism. Home Economics professionals need address this uncomfortable reality. Cookbook research provides a place to start.

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More than Bannock and Button Blankets: An Invitation to Dialogue about Decolonizing Home Economics Education

Mary Gale Smith

Abstract

This paper addresses the topic of developing ethically defensible curriculum and pedagogy in relation to current initiatives in British Columbia that aim to include "aboriginal[12] perspectives and knowledge" and "historical wrongs" (BC Ministry of Education, 2016). The colonial role of education and curriculum has been well documented. Much history has been hidden or suppressed unintentionally and intentionally and Battiste (2013) suggests that there is so much ignorance needs to be overcome. The paper is framed as an invitation to dialogue that explores our own histories and lack of knowledge, biases and prejudices in order to develop a decolonizing framework for home economics education.

Introduction

Since the BC Ministry of education announced that an intent of BC's designed curriculum was to include "aboriginal perspectives and knowledge" and include "historical wrongs," I have heard home economics teachers discussing how to address this in their courses. Such discussions often mention that students in textiles classes could make mini button blankets and students in food studies courses could make bannock and that would fulfill the requirements. While I am probably overgeneralizing, these kinds of comments have prompted the title of my paper as an invitation to consider what is really required to right historical wrongs and to include indigenous knowledge and perspectives without "re-colonizing," perpetuating prejudices and stereotypes and/or generally doing more harm than good.

Setting the Context

Despite a growing body of literature on the representation of Indigenous people in education, I have limited contextualizing the topic to recommendations from three major documents: the United Nations Declaration on the Rights of Indigenous Peoples (2007); the Truth and Reconciliation Commission of Canada's Calls to Action (2012), and the BC Ministry of Education's Orientation Guide to BC's Redesigned Curriculum (2016).

United Nations Declaration on the Rights of Indigenous Peoples

The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) describes both individual and collective rights of Indigenous peoples around the world. It offers guidance on cooperative relationships with Indigenous peoples to states, the United Nations, and other international organizations based on the principles of equality, partnership, good faith and mutual respect. It was adopted by the General Assembly on Thursday, 13 September 2007, by a majority of 144 states in favour, four votes against (Australia, Canada, New Zealand and the United

[12] In this paper I use Aboriginal, Indigenous, First Nations, and First Peoples interchangeably. I recognize that there are subtle differences and each has its advantages and disadvantages. For example Aboriginal, when used in the Canadian context refers to the first inhabitants of Canada, and includes First Nations, Inuit, and Métis peoples and is not to be confused with the common term for the Indigenous peoples of Australia. First Nations is useful because the emphasis is placed on the plural recognizing the diversity of people but it doesn't recognize Metis. Indigenous is a term used most frequently used in an international, transnational, or global context, for example UN documents. I do not use the term "Indian" preferring instead to name the "nation" identity, e.g., Gitxsan, Blackfoot, although the term "Indian" can be used as legal identity of a First Nations' person who is registered under the Indian Act.

States) and 11 abstentions (Azerbaijan, Bangladesh, Bhutan, Burundi, Colombia, Georgia, Kenya, Nigeria, Russian Federation, Samoa and Ukraine, it was adopted by the General Assembly. The four countries that voted against all share very similar colonial histories. Their common concern at the time was that the autonomy recognized for Indigenous people could undermine the sovereignty of their own states, particularly in the context of land disputes and natural resource extraction (Hanson, 2009). All four eventually reversed their position. In November 2010, Canada issued a Statement of Support endorsing the principles of the UNDRIP. In November 2015, the Prime Minister of Canada asked the Minister of Indigenous and Northern Affairs and other ministers to implement the declaration and in May 2016, Canada officially removed its objector status making Canada a full supporter without qualification of the declaration. This meant that they were in favour of the two articles related to education:

> Article 14: Establishment of educational systems and access to culturally sensitive education Indigenous peoples have the right to set up and manage their own schools and education systems. Indigenous individuals, particularly children, have the same right as everyone else to go to school and cannot be left out because they are indigenous. This means that governments must ensure that **indigenous peoples – particularly children – living in, or outside of, their communities get the same benefit from the education system as others in ways that respect indigenous cultures, languages and rights**. (emphasis added)
>
> Article 15: **Accurate reflection of indigenous cultures in education. Indigenous peoples have the right to their cultures and traditions being correctly reflected in education and public information.** Governments will work with indigenous peoples to educate non-indigenous peoples in ways that **respect indigenous peoples' rights and promote a harmonious society**. (emphasis added)

This also means that all educational institutions should include studying the Declaration in their curriculum and enacting the recommendations for curriculum and pedagogy.

An invitation to dialogue: In what ways could recommendations of the UNDRIP be integrated into home economics courses? How can indigenous cultures be represented "accurately" and "correctly"?

Truth and Reconciliation Commission of Canada's Calls to Action

In 2007, the Indian Residential Schools Settlement Agreement (IRSSA), the largest class action settlement in Canadian history to date, recognized the damage inflicted by residential schools, and established a multi-billion-dollar fund to help former students in their recovery. The multi-faceted agreement was intended to compensate survivors for the harms they suffered in residential schools and to work towards a more just and equitable future for Indigenous peoples in Canada. As a result, **t**he Truth and Reconciliation Commission of Canada (TRC) was created to provide opportunities for individuals, families, and communities to share their experiences. (Marshall, 2012). This commission released a document, *Calls to Action*, in 2012. The first of the Commission's ten principles of reconciliation is, "The *United Nations Declaration on the Rights*

of Indigenous Peoples is the framework for reconciliation at all levels and across all sectors of Canadian society." The *Calls to Action* recommendations related to education are:

> 62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:
> Make **age-appropriate curriculum** on **residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada** a **mandatory** education requirement for Kindergarten to Grade Twelve students (emphasis added).
>
> 63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:
> i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on **Aboriginal peoples in Canadian history, and the history and legacy of residential schools** (emphasis added).

This means that age-appropriate information and activities on residential schools, treaties and Aboriginal history and contributions to Canada should be included mandated provincial curricula.

An invitation to dialogue: In what ways could the TRC's Calls to Action be integrated into home economics courses? Is information on residential schools, Treaties, and Aboriginal peoples' historical and contributions to Canada included in current home economics courses? If so, is the information accurate and correct?

BC's Redesigned Curriculum

British Columbia's Ministry of Education started a sweeping curriculum revision in 2010. All curriculum from K to 12, was updated and rewritten following a standard theoretical framework. This framework was explained in a brochure prepared for the public in 2016. It featured five highlights of the redesign:

Fig. 1 . Highlights of BC's Redesigned Curriculum (BC Ministry of Education, 2016, p. 1)

The two highlights that are relevant to the topic of this paper are Historical Wrongs; and Aboriginal Perspectives and Knowledge. The injustices experienced by First Nations people are

noticeably absent from Historical Wrongs. This is particularly troubling, especially in light of the IRSSA and the TRC.

Aboriginal Perspectives and Knowledge mentions First Peoples [sic]) Principles of Learning. These are listed in a different publication as:

> •Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
> •Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
> •Learning involves recognizing the consequences of one's actions.
> •Learning involves generational roles and responsibilities.
> •Learning recognizes the role of indigenous knowledge. Learning is embedded in memory, history, and story.
> •Learning involves patience and time.
> •Learning requires exploration of one's identity.
> •Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations (First Peoples Principles of Learning, BC Ministry of Education, n.d.).

Aboriginal knowledge and perspectives are further elaborated in another document titled *Curriculum Overview*:

> Aboriginal perspectives and knowledge are a part of the historical and contemporary foundation of British Columbia and Canada. British Columbia's education transformation therefore incorporates the Aboriginal voice and perspective by having Aboriginal expertise at all levels, ensuring that Aboriginal content is a part of the learning journey for all students, and ensuring that the best information guides the work. An important goal in integrating Aboriginal perspectives into curricula is to ensure that all learners have opportunities to understand and respect their own cultural heritage as well as that of others. (BC Ministry of Education, n.d. para. 41)

New mandated curriculum for Kindergarten (K) to Grade 9 began implementation in fall of 2016. With Grade 10-12 curricula beginning in the fall 2018 (Grade 10) and fall 2019 (Grades 11 and 12).

This means that from Kindergarten to graduation, all students should be experiencing Aboriginal knowledge, perspectives and First Nations' Principles of Learning in their education programs.

An invitation to dialogue: In what ways are mandated directions related to Indigenous knowledge, perspectives and First Nations' Principles of Learning integrated into home economics courses? Are the historical wrongs experienced by Canadian First Nation included?

Theoretical Framework

To enrich the dialogue. I intend to share three "sketches" or stories and explore their meaning for professional practice and curriculum and pedagogy in home economics education. I characterize these as personal history self-studies (Samaras, et. al 2004) and as critical incidents (Tripp, 2011). Self-study personal history involves situating ourselves as socially constructed individuals and naming the ways our experiences have influenced practice. "When the past-

personal is used to connect our lives to the present, a deeper understanding can develop" (Krall, 1988, p. 475). Critical Incidents describe a significant event that signals an important change or a shift in one's thinking. They are small "ah-ha" moments that enable people to see themselves, others, or phenomena, with greater clarity or in a completely different way. They are moments or events that allow you to stand back, ask questions and examine your beliefs and your practice critically.

Sketch 1 – "*Why didn't we know?"* – So much ignorance to overcome.
I spent my younger years in a small town in northwestern BC attending elementary school there in the 1950s. Although I moved from there in 1957, I still meet a couple of my classmates from that time, two or three times a year for lunch. At our last meeting, our discussion wandered to residential schools. We looked back at our school that was in traditional Tsimshian territory, and wondered why only two Indigenous students were in our class. Why were they able to attend a public school and where were all the others? One of my classmates said, "Why didn't we know"? and we began to list all the things that we didn't know, for example, how were reserves formed in BC? When? Who was allowed in public schools and why? Were they non-status? Living off reserve? Did their mothers marry out? Had their fathers been enfranchised in order to fight in World War II? How is status determined? By whom? What is the difference between treaty and non-treaty? What is the history of land claims? Who went to residential school? How was that determined? What are the details of the 60s Scoop? The Indian Act? When was the potlatch banned? When were Indigenous people allowed to vote? Buy liquor? And so on.

None of this had been covered in our education.

An invitation to dialogue: What history has been hidden or suppressed in your education? In home economics education? How can we overcome our ignorance?

Sketch 2 – "*Who came here first?"* - Unsettling the Settler Teacher
My second year of teaching was in Hazelton, BC where the school was located on the Gitanmaax reserve and serviced both the non-native community and children from the reserve. It was the second community in BC to have amalgamated schools. Previous to amalgamation, the Gitxsan children went either to the local Indian Day School or residential schools. I had a grade 4 class and was teaching social studies. In my one-year teacher education program we were taught to start local and work out to global. So my first lesson in history started with the question "who came here first?" I got all kinds of answers but not the one I expected. My students said "the Hudson Bay Company", Cataline, the famous, the pack train driver, the miners, and so on. But none said that their people were here first. I was at first puzzled but I eventually realized that I asked the wrong question. These children knew their Gitxsan history very well, they had been taught that they had been there since time immemorial so of course they never "came" here.

I use this sketch to illustrate how important it is to acknowledge settler colonization and our roles as settlers. Settler colonialism is a distinct type of colonialism that functions through the replacement of indigenous populations with an invasive settler society that, over time, develops a distinctive identity and sovereignty (*Barker & Battell Lowman, n.d. para. 1)*.

An invitation to dialogue: In what ways has settler colonialism influenced home economics education and research? In what ways has home economics education been complicit in settler colonization? How can we "unsettle" the settler teacher?

Sketch 3 – *We are not all the same* – The Diversity is Great

In the 1980s, The World Indigenous Peoples Conference on Education (WIPCE) was held at UBC and I was a student at the time, so I volunteered to assist. One of my tasks was to host sessions, introduce the speaker, take questions etc. One session was two Vancouver teachers describing an alternative program for First Nations students. At the end of the session a Mauri guest questioned the project for not including language as part of the curriculum. The First Nations teacher said, "What language would I teach? We are not all the same." He went on to explain that the First Nations students in this urban setting were from all over the province and all over Canada.
Once when I was teaching home economics also in an urban setting, I made a comment to a First Nations student who was involved in a foods lab. I can't remember the comment that I made, but I do remember her reply, "We are not all the same, you know."

The diversity is great. British Columbia alone is home to 203 First Nations communities and an amazing diversity of Indigenous languages. Approximately 60% of the First Nations languages of Canada are spoken in B.C. (First Peoples' Language Map of B.C.). Yet Aboriginal peoples of Canada are often characterized as a homogenous whole by researchers and writers, without their diversity acknowledged and with little reference to the colonial contexts that have so dramatically changed their situations and their living, learning, and potentials (Baptiste, 2013). Textbooks and educational resources also suffer from tokenism and othering (Kivel, 2002). Tokenism includes actions such as – adding a few names or pictures of people of colour to a textbook (this is often problematic as it is common to only select those people who fit a certain mould or support traditional values) or using a few "artifacts" (e.g., recipes, dream catchers, moccasins, button blankets) from underrepresented groups in order to give the appearance of ethnic or racial equity. Othering is a process that identifies those that are thought to be different from oneself or the mainstream. It can reinforce and reproduce positions of domination and subordination. Often little attention is paid to the fact that the term "First Nations" is plural with vast cultural and language differences. Making a mini-button blanket or bannock is not going to address that diversity. More likely it will reinforce stereotypical beliefs about First Nations people and encourage the appropriation of culture.

If we don't recognize the diversity within and between First Nations peoples, we risk continuing the colonization of the past, a process of "orientalism" (Said, 1978), "cognitive imperialism" (Battiste, 2011) and "neo-colonialism" (Ryan, 2008). Orientalism involves essentializing societies as static and undeveloped that can be studied, depicted and reproduce by the dominant society which is developed and superior. Cognitive imperialism seeks to validate one source of knowledge and is considered successful when the result is assimilation of the dominant values and norms, languages. Neo-colonialism refers to actions that continue to maintain the colonial influence. In education it is the continued dominance of the models of education of the colonial rulers.

An invitation to dialogue: In what ways has home economics curriculum and instruction acknowledged/not acknowledged the diversity of Indigenous people? How can we avoid tokenism, othering and the appropriation of culture? How can we prevent continuing colonization?

Toward a Decolonizing Framework for Home Economics Education

Roots of a decolonizing framework lay in resistances to colonialism and colonization in all its past and present forms. I will highlight three possibilities as a place to start:

1. Begin with Self Work - Decolonizing needs to begin within the mind and spirit of educators so that they can seek to accept that there are worldviews that exist other than the dominant Western perspective and acknowledge that current Canadian systems of education exist within a Eurocentric framework (Smith, 2016).

2. Seek methods to "decolonize" and "reconstruct" our curriculum content and pedagogy (Battiste, 2012). For curriculum content consider the recommendation in UNDRIP and TRC Calls to Action. Teach students to be critical of privileging and othering. For pedagogy Madden (2015) suggests four pathways that could be a start: learning traditional Indigenous models of teaching; pedagogy for decolonization; indigenous and anti-racist education; and place based education.

3. Decolonize our research – Use the *Decolonizing Methodologies*, outlined by L. T. Smith (2012) and others and take into consideration that research for indigenous people has been a negative experience, a metaphor for colonialism. Therefore we need to learn to conduct research "in ways that meet the needs of Indigenous communities and are non-exploitative, culturally appropriate and inclusive, or we need to relinquish our roles as researchers within Indigenous contexts and make way for Indigenous researchers" (Aveling, 2013, p. 204).

We should all start now.

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How Can Home Economics Education Support Post-Disaster Living Conditions?

Noriko Watase

Introduction

Japan has recently experienced severe natural disasters including earthquakes, typhoons, and floods. The Great East Japan Earthquake and the tsunami that occurred on March 11, 2011 particularly impacted Japan's economy, its society, and the daily lives of its people, especially in the Tohoku coastal area including Iwate prefecture. According to the Cabinet Office (2015), more than 18,000 people died or went missing due to the Great East Japan Earthquake. Furthermore, because of geographical and topographical conditions, it is subject to frequent earthquakes.

In such circumstances, Japan has increasingly focused on the importance of education for disaster prevention and risk reduction. For instance, the "plan to promote school safety" was implemented by the MEXT (Ministry of Education, Culture, Sports, Science and Technology) to prevent accidents in schools. Under the School Health and Safety Act, "safety education in schools" and "safety management in schools" become principle pillar of education for disaster prevention (Table 1).

After the Great East Japan Earthquake, in particular, "organizing adequate school facilities" and "promoting school safety through cooperation with households and local communities" have become crucial to promote school safety. Disaster prevention education became a part of every educational activity within the school curriculum, with home economics education being one such contributive subject. Students learn about daily life skills in home economics education. In this study, I will focus on life in a time of disaster, and how we can strive to return to a life of normalcy through home economics education.

Table1 Outline of the Basic Plan for the Promotion of school safety

Safety Education in Schools	Safety Management in Schools
-Foster an eye for safety knowledge, nurture an attitude to take action. -Safety education reflecting on lessons learnt from the Great East Japan Earthquake.	-Secure a safety system within schools. -Secure safety system with cooperation of households and the local community.
<Goal>Build a safety culture through safety education	**<Goal>Reduce casualties due to accidents and disasters**

Home Economics Education in Japan

In Japan, home economics is a mandatory subject from Grade 5 onwards, and each subject in each grade has national standards. The MEXT Courses of Study for elementary and lower secondary schools were revised in March 2017 and those for upper secondary schools and schools for special needs education, in March 2018.

There is a framework with three categories (A. Family and family life, B. Food, clothing, and housing, C. Daily Consumption and the Environment) that are used for Home Economics education in elementary and junior high schools (Figure 1).

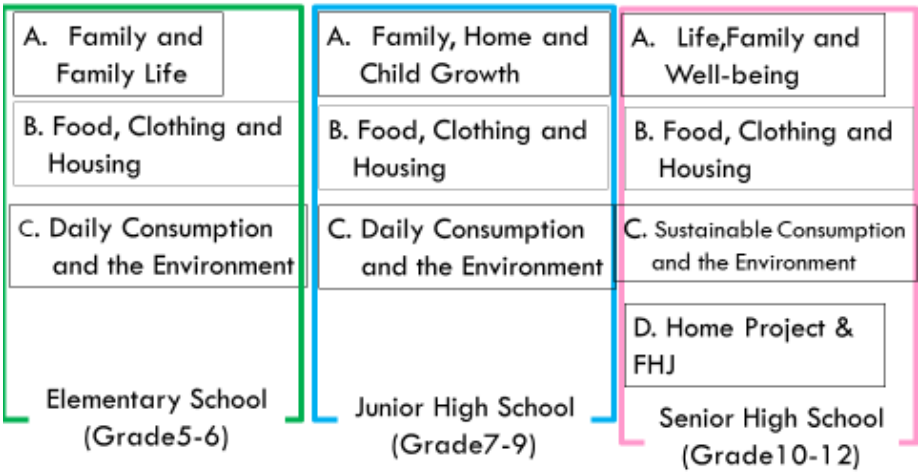

Figure 1 The framework of Home Economics education (MEXT, The Course of Study)

In Japan, in the home economics curriculum, "home care and safety" is expected to be taught from the elementary school level to the senior high school level. Although home economics education has contributed to disaster prevention awareness at the secondary school level, it has been said that the classes on the same subject have seldom implemented disaster prevention education at the elementary school level.

Grade5			Grade6		
term	Contents of learning	Hrs.	term	Contents of learning	Hrs.
1st	*ガイダンス	2	1st	1.MOTTAINAIから生活を見つめよう	3
	今までのわたし これからのわたし	①		・1日の生活時間を工夫しよう	②
	1.見つめよう！家庭生活			・家族の仕事と私の仕事	①
	・1日の家庭生活を振り返ろう	①			
	・家族の仕事と私のくらし			2.生かそう！ぬって使って楽しい生活	11
	2.ぬって使って楽しい生活	14		・エコバックで環境保全	⑨
	・布と糸との出会い	⑤		・使って！わたしのエコバック	②
	・ミシンに挑戦	②			
	・わたしのエプロン	⑥		3.めざせ買い物名人Part1	4
	・作品発表会をしよう	①		・自分たちの買い物を振り返ろう	①
	3.料理って楽しいね！	10		・商品の選び方を調べよう	③
	・食べ物のはたらき	①		4.見直そう!毎日の食事	8
	・オリジナルサラダ	③		・生活を見つめよう	①
	・かしこく選ぶ	②		・おいしい食事	①
	・こだわりのご飯	④		・おかずについて考えよう	②
	4.考えよう さわやか生活	10		・チャレンジ一食分の食事	④
	・着こなそう さわやか衣服	⑤	2nd	5.めざせ買い物名人 Part2	3
	・衣服の着方を考えよう			・お金の使い方について考えよう	②
	・ととのえよう さわやか衣服	⑤		・支払い方や消費者問題を考えよう	①
	・洗濯しよう			6.工夫しよう快適生活Part2	9
	・ボタンつけに挑戦			・住まいって何？	①
2nd	5.くふうしよう かしこい生活	8		・アイデア発見	⑦
	・わたしの仕事	①		・地域に広げようエコ生活	①
	・クリーン作戦	⑤			
	・かしこく使おう	②		7.伝えよう ありがとうの気持ち	10
	6.料理って楽しいねPart2	9		・できるようになったことを振り返ろう	①
	・朝食を見直そう	①		・わたしの気持ちを伝えよう ～家族への感謝のプレゼント～	⑥
	・こだわりのみそ汁を作ろう	③		・わたしの気持ちを伝えよう part2	
	・じゅーじゅークッキング	⑤		・サンドイッチパーティーをしよう	③
	7.ぬって使って楽しい生活 Part2	5		8.広げようふれあいの輪	3
	・身の回りを楽しくする小物	④		・身近に住む人々の生活を調べよう	①
	・教室を快適に	①		・自分たちにできること	②
	8.わたしの家庭科ライフ	2			
	・この一年間を振り返ろう	②			

Figure 2 The two-year lesson plan for elementary school "A"

Figure 2 shows the two-year lesson plan for elementary school "A". The shaded areas of this chart include the disaster prevention education content, and the yellow shaded parts, in particular, indicate educational content that can be applied during an emergency. In order to examine the lesson plan, we simulate situations of both everyday life and life during an emergency. Then, we look at the amount of housework undertaken by elementary school students in real life.

Aim of study

This study focuses on the following criteria to examine this issue: 1) The competency and life skills that students should develop in their home economics learning, 2) the frequency of them doing housework, and (3) the relationship between elementary school students' self-assessment of basic life skills and their attitudes and notions regarding evacuation during disasters.

Methodology

To clarify this issue further, I conducted a questionnaire survey in November 2016 among elementary school students (Grade 6) living in Iwate prefecture (N = 100). Most of these students have experienced the Great East Japan Earthquake, but none of them have lived in evacuation centers. The questionnaire items include a nationwide survey on family life, conducted by the Japan Association of Home Economics Education in 2001. This comprises, for instance, the student's implementation status of housework in everyday life. The other questionnaire items include disaster emergency preparedness in every student's home, and their assumptions on the housework to be undertaken in natural disaster evacuation centers.

The frequency of elementary school students doing housework

Table 2 summarizes a part of the questionnaire results. The questionnaire results revealed that, at present, elementary school students do their own housework in everyday life, such as "deciding what to wear for the day" and "taking out garbage in a predetermined manner." However, they seldom do housework for other family members. Above all, not many of them have assumed household chores, such as "sewing a button" and "doing the laundry." The survey revealed that over 80% of the respondents separate their garbage and clean their rooms, but only 30% of them do their laundry. This result suggests that the students do not generally do their own housework.

Table 2 The implementation status of housework in daily life

(%)

	Always	Sometimes
To decide what to wear for the day	74	12
Taking out garbage in a predetermined manner	59	24
To say hello to everyone in the neighbor-hood	50	34
To control the consumption of water and electricity	49	33
To adjust the air temperature of the room	49	26
To cook using a frying pan	10	42

Sewing a button	7	7
Doing the laundry	7	22
To cook dinner for the family	0	30

Note. 4-point scale: Always, Sometimes, Seldom, None

Figure 3 elucidates the disaster emergency preparedness. While many of the respondents recognized that their family readied flashlights, fewer than half of them noticed that they stored food and water as emergency supplies.

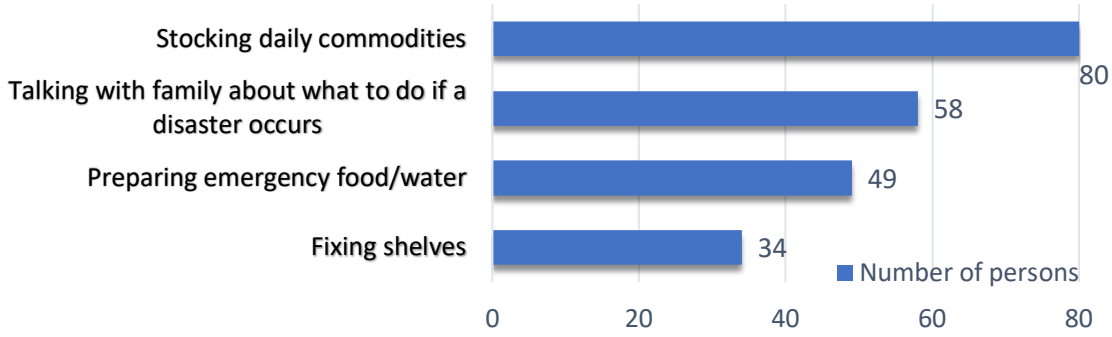

Figure 3 Disaster emergency preparedness (Multiple answer)

According to the survey, "Public opinion poll on disaster reduction (2013)," which was conducted by the Cabinet Office, 62.8% of the respondents answered "YES" and 36.9% answered "NO" to the question, "Did you get an opportunity to talk to your family about what to do if a disaster occurs?". As compared to the 2002 public opinion poll, the answer "YES" rose from 34.9% to 62.8%. After the Great East Japan Earthquake, people began talking and thinking about disaster management with their families.

Therefore, we set the hypothetical situation "after a natural disaster, you are living in a shelter." Specifically, the situation was: "3 weeks have passed since the earthquake. The house was destroyed and you are living in a shelter. There is now water, gas, and electricity at the shelter; however, you cannot go to school yet." We asked about the housekeeping chores that one should do in such living circumstances.

As mentioned earlier, children were not carrying out many household chores, nor were they communicating with people other than family in their daily life. However, when looking at the assumptions of elementary school students on the housework to be undertaken in a shelter, over 80% of students recognized that it is necessary to control the consumption of water and electricity, and to wash the dishes in less water (Table 3). Also, 84% of children responded that one badly needs "to reach out and help elderly people and physically handicapped people" and that it was an important thing to do. In addition, they felt the significance of communicating with and supporting elderly people.

Table 3 Assumptions of elementary school students on the housework to be undertaken in a shelter (a natural disaster evacuation center)

(%)

	Need badly	Need
To control the consumption of water and electricity	85	12
To reach out and help elderly people and physically handicapped people	84	11
To wash dishes in less water	80	11
To gather information for daily life	75	22
To adjust the air temperature of the room	74	21
To do easy cooking	68	28
To say hello to everyone in the neighborhood	65	25
To reduce garbage output	63	28
To decide what to wear for the day	61	29

Note. 4-point scale: Need badly; Need; Do not need badly; Non-necessity

Table 4 The differences between "(a) the implementation status of housework in daily life" and "(b)their assumptions on the housework that needs to be done in a shelter"

(%)

	(a)	(b)
To control the consumption of water and electricity	49	85
To reach out and help elderly people and physically handicapped people	17	84
To wash dishes in less water	13	80
To gather information for daily life	44	75
To adjust the air temperature of the room	49	74
To say hello to everyone in the neighborhood	50	65
To reduce garbage output	25	63
To decide what to wear for the day	74	61

In Table 4, the difference between "the implementation status of housework in daily life" and "the assumptions of children on the housework to be undertaken in a shelter" indicate that most of the cases under "b" are higher than the real-life situations (a). The result of "to decide what to wear for the day" might indicate that children were not able to choose their clothing in the shelter. This survey specified that the respondents did not generally do their own housework, but many of them agreed that they should do more housework in natural disaster evacuation centers. Many elementary school students expressed the view that home economics classes were beneficial for both their daily lives as well as during emergencies. Therefore, how do we develop our teaching materials, and what is an applicable point of view?

Many elementary school students added that if they were to live in a shelter, they would want to learn to cook easy dishes, reduce waste, and stay warm without using a *futon* (blanket). It is an important issue for disaster victims to get adequate sleep and rest when living in shelters and temporary housing. To solve this issue, "cardboard-box bed" is utilized in a number of evacuation centers. And these were used in Iwaizumi flood disaster evacuation center. In home

economics courses, children learn about comfortable living spaces; however, it seems that "cardboard-box beds" can be used as teaching materials for environment creation for rest and bedtime. Since these can be assembled in just 10 minutes, children can develop problem-solving learning by actually assembling them and thinking about ways to improve and utilize them. Additionally, proposing the children's ideas to local governments and companies may also contribute to fostering awareness of being active stakeholders in the event of a disaster.

Education for Sustainable Development (ESD) includes the themes and contents of international understanding, environment, multiculturalism, human rights, peace, development, and disaster prevention. It is intended that a common goal be established for the efforts of individual fields, which is, the building of a sustainable society, and to give a clear direction to the development of concrete activities.

In addition, by connecting each of the individual activities together, it also becomes possible for existing activities to be further enhanced and improved. The concept of ESD has been included in the current Basic Plan for the Promotion of Education (formulated in July 2008) in Japan, and also lays the foundation for the philosophy of the "zest for living" indicated in the MEXT Courses of Study.

Conclusion and Discussion

Japanese curriculum guidelines show that "home care and safety" is expected to be taught in every school level. How can home economics education support post-disaster living conditions? After reviewing the teaching plans for elementary school home economics, based on the view of ESD, it became clear that various practices can be developed in the area concerning post-disaster life and content concerning "food" is thought to be the easiest to be implemented. To examine lesson practice, collaborations among schools, local government, and community will prove effective in improving the implementation and assessment of educational practices in home economics education.

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Anti-racist pedagogy: What does it look like in the classroom?

Katia M. Basque and Mel Britto

Abstract

"Racism is a moral issue and of concern for moral educators, with recent social movements such as #BlackLivesMatter highlighting how far we are from obliterating racial oppression and the unearned privilege whiteness confers" (Lynch et al., 2017, p. 129). Vaines suggests that Home Economics is a profession grounded in morality, and one that is in a process of transformation (1997). Should this transformational process not, therefore, hold ongoing issues such as racism as a priority when developing clearer definitions of its mission and the pedagogical models that will enable this mission to be fulfilled? Much thought has gone into deconstructing the multicultural educational model and replacing it with the deliberately critical, anti-racist pedagogical approach, though there remains much room for development of this pedagogy in pre-tertiary education. Our paper provides an introduction to the theoretical principles of anti-racist pedagogy, what it means for students and teachers, as well as specific strategies and lessons that can be used within the Home Economics classroom.

Re-visiting Vaines: Toward a decolonizing framework for home economics

Mary Gale Smith

Abstract

Dr Eleanore Vaines, was an influential scholar in the field of home economics whose scholarly writing is known throughout the world and many consider her ahead of her time. While it is difficult to create a succinct rendition of the totality of Dr Vaines' scholarship, it is probably fair to say that from the beginning she set out to articulate a new professional orientation for home economics, one that would transform professional practice. She maintained that we must continue to transform home economics professional practice by: recognizing ecology as a unifying theme; understanding many ways of knowing and spheres of influence; seeking wholistic approaches to everyday life; and exploring the sacred nature of our place in the world. In this paper, I argue that implicitly she was challenging the canons, norms, and cognitive imperialism of settler colonialism and its influence on home economics. I focus on the synergies between Vaines' theorizing and post-colonial studies suggesting the ways her work can inform a decolonizing framework for home economics.

Shaping an eco-centred future by learning from the past

Sherry Ann Chapman

Abstract

In 1976, Dr Eleanore Vaines invited University of Alberta (U of A) colleagues in Edmonton, Canada to reflect on how higher-education, home-economics curricula could engage students in environmental terms to understand diverse families' needs in everyday life. Over 40 years later, as early warning signs of climate crisis are materializing into full-fledged realities, how are

human ecology/home-economics (HE) professionals preparing students as professionals? How well are HEs shifting their roles away from ego-centricity? This article explores moments in North-American, history for guidance toward an eco-centred future. Studying how the HE field has been complicit with Euro-centric, patriarchal, colonialist ideologies with devastating effects for Indigenous families, how do we reconcile that part of our past with instances when HE professionals pushed against those same ideologies? We have been part of ego-centric problems; yet, we can also contribute to possibilities. With an eco-centred philosophical orientation (Vaines, 1990), I see potential for HEs to integrate spirituality as one of many ways of knowing. Grounding myself in Celtic spiritual tradition, I seek to learn from Indigenous, HE colleagues so that we might, together, describe decolonized roles for the HE profession to accompany diverse families in "the World [as] our Home" (Vaines, 1997, p. 2).

Two-Eyed Seeing. Trauma-wise Curriculum: Siksikees'tsuhkoom (Blackfoot Lands) & Human Ecology

Patricia May-Derbyshire

Abstract

In an era where Home Economics classrooms still reverberate with colonial conceptions of home and family and the traumas associated with the residential school project in Canada, this analysis of Vaines' Human Ecology cannon is weighed for its potential to achieve Two-Eyed Seeing, a curricular framework from Indigenous Scholar Marie Battiste (Mi'kmaq, Potlotek First Nation). By proposing Vaines' Human Ecology as one eye and Nation-specific kinship and land-based ontologies as one eye, this paper calls Home Economists to action, to question, face, and supplant violence present in Home Economics ontologies that continue to disrupt Indigenous family integrity, moving towards traumawise curriculum in collaboration with Neighbour Nations. An ontological framework from the Blackfoot Confederacy is used as an example to model bedrock values for any community who has been the target of colonial educational assimilationist policies.

"The world is our home": Food literacy education and Vaines' conceptualization of ecology

Lisa Jordan Powell and Kerry Renwick

Abstract

Eleanore Vaines developed a conceptualization of ecology for the field of home economics, and created a number of maps to describe her theorising of everyday life and understanding of the complex webs of living systems. Her theoretical work can be applied to help understand food literacy as a set of practices that go beyond individual behaviours and choices, extending to involvement in community efforts to shift to more sustainable and socially just food systems. This article uses Vaines' work, including her "Spheres of Influence" and "Many Ways of Knowing" maps, to reconcile tensions in the discourse around food literacy. Two initiatives in Vancouver, BC, that focus on an ecological approach to learning about food are offered as a way to understand how food literacy can build pathways that integrate natural and social environments. These initiatives demonstrate how shared, community locations can be sites for engagement with food in meaningful and transformative ways.

The impact of poverty on children's educational potential

Susan Elizabeth Enns

Abstract

Twenty-first century home economics continues to evolve. Eleanore Vaines' metaphor "the world is our home" and her encouragement of home economics professionals to engage in reflective, transformative practice is a primary reason for both the evolution and transformation of the discipline in the recent decades. Her eco-centric philosophy demonstrates that we are global citizens who should be seeking global harmony, peace, and justice. The purpose of Vaines' reflective, transformative practice is to change the individual or social order by building a just society for all people. Vaines further stresses the need for home economics professionals to work for the "common good", which includes a focus on the vulnerable, marginalized, and disenfranchised individuals, families, and communities, both in our local neighbourhoods and in the world as our global neighbourhood. This includes working for the "common good" of students living in poverty. Children's educational potential is negatively impacted by poverty. Food, health, poor school readiness, impaired growth and development, psychosocial concerns, inadequate funds, and housing are the consequences of poverty and have specific implications in the classroom. This paper considers the specific educational action that teachers and school administrators can take to counteract the effects of poverty while enhancing children's educational potential, such as building social connections with families, building positive connections with students, addressing learning gaps, making education meaningful and relevant, building on the strengths of students at risk for dropping out, and providing for student needs, specifically using home economics to support students.

Virtual professional development: Transformation to tech-savvy teachers in class?

Karen Mugliett

Abstract

This paper emerges from a study carried out to explore ways of how professional development can be conducted to help Home Economics (HE) teachers introduce technology effectively as a pedagogy. This research attempts to build a bridge between educational technology and Home Economics (HE) teachers. It will show how one can support teachers in integrating educational technologies effectively and give appropriate examples of how classroom practice can be improved for the 21stcentury learner. An online community was used with teachers of HE in order to diffuse this innovation and offer ongoing support. Rogers' (2010) model provided a structure for this dissemination process. A questionnaire was used to achieve the overall interpretation of the impact of the CoP on the knowledge of teachers' use of technology for HE and to identify how effective the Community of Practice (CoP) was. The discussion fora were analysed to bring out the teachers' reactions. Interviews were then used to ensure validity and depth of interpretation. The main findings show that the CoP was effective in making the teachers aware of innovative pedagogies, and how to use technology effectively. They also developed favourable attitudes towards technology. However, the interaction was poor as the virtual activity progressed which shows that the participants preferred to receive information

rather than share it, that time might be a barrier worth addressing and that the transformation to a tech-savvy teacher might not take place unless there is ongoing support.