

History of home economics in British Columbia schools - 1896-1975

By Jean R. Irvine

Co-coordinator of Home Economics

Department of Education, Victoria, British Columbia

In 1975, which has been declared International Women's Year, it is interesting to note that home economics in British Columbia schools is an indirect result of women from some twenty-six nations attending the World's Congress of Representative Women held in May, 1893 in Chicago. The Canadian representatives formed, before the end of the year, a National Council of Women of Canada and a Canadian Young Women's Christian Association. Both of these organizations had an impact on the beginning of what is now known as home economics.

The Y.W.C.A. in Toronto, Hamilton and Ottawa had some of the earliest formal home economics classes organized in Canada. A report at an annual meeting pointed out that volunteer teachers for the classes had not been satisfactory and that regular teachers would be hired.

Lady Aberdeen, wife of the Governor General of Canada, was the first president of the National Council of Women of Canada founded in Toronto in 1893. At the first annual meeting of this organization held in Ottawa in 1894 the following resolution was presented: "That the National Council of Women of Canada do all in its power to further the introduction of industrial (or manual) training for girls into the public school system of Canada, believing that such training will greatly conduce to the general welfare of Canadian homes, and that copies of this resolution be sent to the Ministers of Education of each Provincial Government."

Through Lady Aberdeen's influence, when she visited the Pacific Coast, Local Councils of Women were organized in Victoria and Vancouver. Delegates from these cities who attended the National Council learned about the new school subject - manual arts (for girls) or domestic science.

Victoria, with English traditions, had some schools for girls only. Needlework was considered an essential skill for women. Manual training was introduced to the schools earlier than was home economics. In schools with mixed classes, principals found it difficult to timetable studies for girls when boys left the classroom for their manual training. In 1896 the Victoria school board appointed a supervisor to organize needlework courses, on Friday afternoons, for elementary school girls who would be interested in attending the classes. When the class teachers were men, they were replaced

for the needlework session by women. The teachers for these classes were coached by the supervisor.

By 1903 the Victoria Local Council of Women wanted home economics to include cookery and were willing to equip a centre if the Victoria Board of School Trustees would provide a room and pay for the teacher. Mrs. Margaret Jenkins, an enthusiastic supporter of home economics and an active member of the Local Council of Women, was a member of the school board. The school board agreed to the Council's proposal. The Council donated \$50.00, collected many small personal subscriptions and \$25.00 from the Women's Christian Temperance Union. The total of approximately \$400 made it possible to establish the first domestic science centre in the Province.

The Vancouver Local Council of Women also was working towards having domestic science part of the curriculum offered to Vancouver girls. In 1905 a foods laboratory was opened in the High School on Cambie Street. Grade VIII girls travelled, by streetcar, from ten elementary schools for two hour periods of cooking per week. There were many elementary boys undertaking manual training, qualified teachers were available, and manual training was not learned at home. While the elementary boys were taking manual training, the girls were supposed to be taught sewing by the classroom teacher. Progress for domestic science during these early years was slow. Some women were afraid that the inclusion of domestic science, which many taxpayers thought should be taught in the home, might once again bar girls from public school, high school, and/ or university.

In 1907 an organizer of manual training was appointed for the Province by the Department of Education. At that time, technical education included manual training, home economics, commercial subjects and agriculture. The organizers annual report for 1908 included the following recommendations for home economics:

1. A course of work, approved by the Education Department, be taught in every school.
2. Every instructor must be a qualified public school teacher.
3. Each girl should receive a minimum of two hours instruction per week.
4. Each instructor should have not more than twenty-four pupils per lesson and not more than two hundred and forty per week.
5. Plans for all new rooms should be submitted for approval to the Education Department.

These recommendations and government grant towards the salaries of home economics instructors became Department of Education policy.

The first reported use of sewing machines (treadle) was for the 1909-1910 school year when Vancouver equipped two new sewing rooms in the high schools.

The Department of Education mimeographed a course outline in 1912 for needlework, textiles and hygienic clothing. In 1914 the outline included needlework, housewifery, cooking, laundry and home nursing.

During World War I, both in the classroom and in volunteer work, domestic science teachers took an active part in the Dominion campaign for conservation. Senior girls were given instruction in knitting articles to be sent to Canadian soldiers at the front. Bandages were made for the Red Cross. By 1918 there were 45 domestic science centres, 38 instructors, 4,986 pupils from elementary schools and 1,263 pupils from high schools receiving instruction. In 1919 the Federal Government passed the Technical Education Act which provided funds to the provinces for a ten year period. British Columbia qualified for a share of the funding.

In 1921, although domestic science was progressing well in Victoria's elementary schools and in Vancouver's elementary and high schools, there was taxpayer agitation to discontinue the work in Victoria and the high school clothing courses in Vancouver in order to free the rooms for other work. In both cases the local branches of the Council of Women were instrumental in having domestic science retained.

The Department of Education appointed, during the 1923-24 school year, a commission to survey the school system. Briefs on behalf of domestic science were presented to the commission from the Parent-Teacher Federation, British Columbia Teachers' Federation and the Council of Women. The Putman Weir survey was completed on May 30, 1925. Following the strong recommendations made by the commissioners, a Director of Home Economics, Miss Jessie L. McLenaghan, was appointed in 1926. The 1926-27 Report of The Public Schools showed that there were 57 home economics centres; 59 teachers (including supervisors); 2,131 high school pupils; 9,298 public school pupils. (These figures do not include the hand sewing and needlecraft only classes which were taught by elementary grade teachers in the classroom.) In general, Home Economics had been introduced as clothing in Grade VI and was confined to tedious hand sewing and projects which held little interest for the pupils. In Grades VII and VIII, the work was confined to cooking and sewing. Cookery was taught in the classrooms equipped with an oil stove or individual hot plates, and simple equipment. Because there was only one stove in a room, teacher-demonstration to the class was followed by only one or two girls doing the actual cooking. The other pupils took notes, then cooked at home and a parent scored the daughter's project on a credit card. The only two high schools in the Province which provided a three-year course were T.J. Trapp Technical School in New Westminster with 42 students and King Edward School in Vancouver with 99 students. Members of these classes could graduate to the Normal School but their standing was not recognized by the University of British Columbia. Normal schools had very general courses in Home Economics for elementary school teachers. Home Economics in junior high and high

schools was taught by university graduates of recognized home economics schools.

Under the supervision of the Provincial Director of Home Economics experiments were conducted to convince those in doubt that the relative simplicity of sewing by machine made it possible for a girl to start garment construction as early as Grade VI. (Each pupil made a gingham dress for less than \$1.00.) Rather than just cooking and sewing, courses were broadened and made more varied. The practice of preparing an individual portion of food was gradually replaced by that of preparing family size quantities. Because this change required new and larger equipment, the change-over was slow. Home economics at this time included selection of food from the standpoint of health, nutrition and economics; an experimental approach to principles of food preparation; home practice; the study of clothing selection and construction, fabric and design. Because copying notes and recipes from the chalk board took too much of the pupils' class time, the Department of Education published a recipe book (which the pupils purchased for 25 cents) for use in elementary and junior high school classes. Three textbooks were authorized for high school classes. School libraries were encouraged to include reference books on home economics. Home economics courses, for which credit was given at Columbia University in New York were also offered at the Provincial Summer School. Committees of leading home economics teachers were formed to redraft the courses of study. Budgeting and simple interior decorating courses were included. A unit on Child Care was made optional with one on Home Nursing. The course outlines were to act merely as a guide to the teacher and were to be adapted to the special needs of the community.

The new courses of study for elementary, junior and high schools were put into effect in September, 1927. Two high school programs were provided - General Home Economics which extended over two years, required a minimum of three periods a week and Special Home Economics which extended over three years, required from five to six periods per week. This latter program was accepted by the University of British Columbia for matriculation credit so that, in June 1929, for the first time in British Columbia, high school students presented Home Economics for matriculation. This privilege did more than any other one factor to raise Home Economics to an acceptable school subject. Usually, monthly or bi-monthly reports to parents now included the marks in Home Economics when the standing of pupils was determined.

The interest in Home Economics continued to grow with the result that in the 1929-30 school year, there were 83 home economics centres and 75 home economics teachers. The numbers of pupils studying Home Economics were: 2,122 in high schools, 3,045 in junior high schools and 6,721 in elementary schools.

The Recipe Book was revised and enlarged to meet the needs of senior pupils. The title was changed to "Foods, Nutrition, and Home Management Manual."

The four-year high school was organized during 1929-30. Home Economics (A) which included units in Food Preservation, Health, The Planning and Preparation of Meals, Home Management, Nutrition and Home Nursing; Home Economics (B) which included

units in Clothing, Applied Art, Crafts, Costume Designing, Interior Decoration and Home Economics (C) which included units in Foods, Clothing and The Home, were given credit towards matriculation. Home economics classes in public schools were timetabled for two double periods (80 minutes) and one single period (40 minutes) during a calendar week.

During the thirties, the economic conditions of those depression years were inescapable and brought a demand for curtailment of educational costs. Home economics teachers accepted the challenge and made their subject link closely with daily living. The Director of Home Economics assisted Boards of School Trustees with depleted budgets in planning expenditures for home economics. In some districts home economics centres were closed temporarily. However, in general, public confidence in the value of home economics as a school subject was increased. Gradually, new centres were opened, home economics was reinstated in areas where closure had taken place and extended in some school districts.

In 1930, the first year's work of the matriculation course in Home Economics (A) was offered by correspondence. For many years, students undertaking the Home Economics (A) option for matriculation were the only ones who made a study of physiology. Because physiology became a part of the compulsory health course, in 1932, a comprehensive course in home management was added to the home economics option. The three year course which was an accepted science for Junior Matriculation was broadened in 1934, to include a combination course (C) which offered seven credits in Foods, 5 credits in Clothing, and three credits in Applied Art. This course was also added to the correspondence school. With an adjustment in the marking of matriculation work, students in home economics were permitted to compete for the Governor General's medal.

The Department of Education, in cooperation with the Y.W.C.A., offered, in 1935, a seven-week training course - "Household Helpers" - in Vancouver and Victoria. Future courses were extended to three months. Graduates of these classes readily found employment. In North Vancouver, classes were conducted in dressmaking for unemployed girls and women on relief.

The year 1935-1936 was one of importance for home economics in British Columbia. The following amendment to the Public Schools Act was made: "In Grade VII and VIII in city school districts of the first and second class and in any other school district where the Council of Public Instruction so directs, the Board of School Trustees, in conformity with the regulations governing equipment and courses of study, shall establish in the schools under its jurisdiction courses in practical arts, including manual training and home economics."

The Director of Home Economics, assisted by home economics teachers, revised the junior high school and high school courses. These courses were compiled in one bulletin in 1937.

Regulations governing the certification of home economics teachers were changed so that each applicant for a Permanent Certificate was required to complete prescribed courses at two Summer Sessions in Victoria.

In 1938, home economics was added as an option for senior matriculation.

In 1939, for the first time, graduates in home economics were admitted to the teacher-training course at the University of British Columbia. As a result of this, all teachers of home economics were expected to have a year of Education before securing a British Columbia teaching certificate. Home economics teachers could now receive equal recognition with academic teachers.

World War II, 1939-1945, brought varied hardships to all Canadians. Food rationing and shortages of fabric and equipment presented problems in the classroom. These and other war-time conditions were a challenge to the teachers and in solving these difficulties a close relationship was formed between the home and the school. Considerable emphasis was given to the health of Canadians during these trying times. Surveys of school lunches were made in co-operation with the Provincial Nutritionist and the Red Cross Nutritionist. In many centres the home economics teachers supervised the preparation and serving of a hot dish to supplement the school lunch. In those cafeterias which were under the supervision of the home economics department in the school, considerable work was done in nutrition. Through the use of Canada's Food Rules a great effort was made to help pupils form good food habits. Knitting and sewing for the Red Cross were done in the class room and school clubs. Home economics teachers throughout the Dominion of Canada helped the newly formed Canadian Home Economics Association (of which the Provincial Director of Home Economics, Miss Jessie McLenaghan, was the first president) raise sufficient money to send to the Canadian Women's Club in London, England, for the purchase of a mobile canteen. The perpetual problem of staffing was greatly increased because many home economists joined the Armed Services.

Throughout the Second World War, expansion of home economics in the school system continued. A new 6credit, non-laboratory course - Home Relations - for Grade XII girls was introduced. Vocational classes at a Vancouver school gained valuable experience by operating a cafeteria and new courses for girls at Vancouver Technical School were introduced.

In September, 1941, an Assistant Inspector in Home Economics, Miss Bertha Rogers, was appointed to the Department of Education. At this time there were 132 home economics centres (including those in private schools which were also given assistance) and 128 home economics teachers.

The long, hoped-for Chair of Home Economics at the University of British Columbia became a reality in September, 1943. The significance of this was that no longer would it be necessary for one to take the Bachelor of Home Economics degree outside the province. Once again, the efforts of the Provincial Local Council of Women, the

Parent-Teacher Association and many other women's organizations had been effective. The following quote, from the 1942-1943 Public Schools Report, is worthy of note: "It has been stressed time and time again, through News Letters and circulars, that Home Economics teaching, if it is to attain its objectives, must seek to meet the needs of the students and the community. The Home Economics Programme of Studies is elastic, not rigid, and full permission has been given to teachers to make whatever adjustments seem to be necessary to fit the course to local conditions, the only proviso being that they notify the Provincial Director of changes adopted."

In September 1945, an Assistant Inspector of Home Economics, Miss Mildred Orr, was appointed. At this time there were 141 home economics centres and 135 teachers. Although the comprehensive combination course in home economics continued to have the largest enrollment, some centres experimented with 5-credit courses which were especially adapted to the needs of a local group.

To alleviate the needs for home economics teachers in rural areas where the home economics teachers were required on a part-time basis, a three-year Summer Session program was started to enable selected teachers who held a permanent first-class certificate (or higher) to qualify for a new Rural School Home Economics certificate. Following the war there was a general move towards consolidation and most schools made provision for home economics departments. There were many requests for suggestions for planning new centres, expanding old ones and adding new rooms. The new trend in foods rooms was towards unit kitchens which allowed for better work area and for more flexibility in the use of the room than did hollow-squares or unit tables. Actual building was delayed for some time because of the continued shortage of equipment and building materials. In some cases army huts were obtained and renovated. The shift system was essential in some areas and reduced the enrollment in home economics because a school on shift would have only one home economics teacher.

At the beginning of the "Fifties" work on the revision of the home economics courses was undertaken by the Director of Home Economics assisted by committees of teachers and by those attending a Summer School of Education Workshop. Course outlines were developed and used in an experimental form. "Home Economics, 1950" contained seven revised and two new home economics course outlines. Both of the new courses, Home Furnishings and a 5-credit home economics course for boys, were open to Grades X, XI and XII. Arts and Crafts course outlines which were intended primarily for schools in which there were no adequate provision for the teaching of Industrial Arts or Home Economics, were distributed in 1950. During a 1951 Summer Session workshop, the following courses were revised: Child Care and Home Nursing 24, Homemaking 30, Clothing Selection and Construction 31 and Foods and Nutrition 32. The Home Economics Bulletin, 1952, included all the revised and new home economics courses for junior and senior high schools in British Columbia.

Principals were trying various types of timetables. The most frequently used timetable allotted 5 periods (each being 50-60 minutes long) per school week. The unfortunate

result of this curtailment of time to single periods of 50-60 minutes duration was the omission of the preparation of some commonly known food products which required more time to prepare.

During this decade considerable progress was made in equalizing the opportunities for pupils throughout the Province. Standard building plans were put into effect for foods, clothing and combination rooms. Advisory equipment lists were updated.

The demand for home economics teachers remained greater than the supply. Teacher training courses at Summer School continued for persons holding degrees in home economics. Provision was made for teachers with Permanent First Class or Academic certificates to qualify for Elementary Home Economics certificates through three sessions at the Provincial Summer School of Education in Victoria. It was necessary to close two home economics centres during the 1956-57 year because home economics teachers were not available. However, some students in these schools continued their home economics courses by correspondence instruction available through the High School of Correspondence, Department of Education.

From 1949 until 1956, at the Provincial Summer School of Education, Victoria, it was possible for persons with a recognized degree in home economics to qualify for a British Columbia teaching certificate by completing three summers of prescribed study in lieu of the University of British Columbia's one-year program for 14 graduates. In 1956, it was possible also, for graduates to take the third summer session at the University of British Columbia in Vancouver. In 1957 this type of summer training was available only at the University of British Columbia. Home economics content courses at the under-graduate level, which could be credited towards either the degree of Bachelor of Home Economics, or Bachelor of Education (Secondary) have been offered at University of British Columbia since 1957. Extra-sessional courses in home economics, which carried credit towards the Bachelor of Education degree, were organized by the University of British Columbia, and held from 1957 to 1960.

A Royal Commission on Education was set up early in 1958. The comprehensive report of the Commission was released to the public in the latter part of December, 1960. The recommendation which had the most impact on the teaching of home economics in British Columbia was that Grade VII should be retained in elementary schools rather than be part of the junior high school system. Home economics teachers had found that, in general, Grade VII pupils communicated with their mothers and families more than pupils did in higher grades, and therefore the teachers regretted the loss of this age group of pupils and the link between the homes and home economics. During the 1961-62 school year there was a slight decrease (3.4 per cent) in the number of home economics teachers compared to that in the previous year. However, even with the release of some economics teacher-time and with less pressure upon the home economics facilities in the public schools, there continued to be a shortage of teachers who were graduates in home economics. In some schools, senior home economics classes were enrolled in the High School of Correspondence and the pupils were supervised by teachers who did not have sufficient professional home economics to give instruction in senior courses. There

continued to be an increase in enrollment in elective courses in home economics. A Home Economics Curriculum Revision Committee was set up, under the Curriculum Division of the Department of Education, in 1961, to revise the home economics program. The teaching of a revised Home Economics 8 course began in September, 1962. The course was a constant subject for Grade VIII girls and the main areas of Home Economics 8 were Clothing and Textiles, Management, Child Development, Foods and Nutrition, the Home and its Furnishings.

Work of curriculum committees continued and the following home economics courses were developed and introduced during the next few years:

1. Clothing and Textiles 9 (an elective offered in Grades IX and/or X, introduced in September, 1963).
2. Foods and Nutrition 9 (an elective, offered in Grades IX and X, introduced in September, 1963).

To provide flexibility in time-tabling Clothing and Textiles 9 and Foods and Nutrition 9 were each divided into A part and B part. This made it possible for each course to be taught in its entirety during a school year, or the A parts of each of the two courses could be taken in the Grade IX year and the B parts taken in Grade X.

3. Child Care 9 (an elective, offered in Grades IX and/or X, introduced in September, 1964).

When two of the above three courses were completed, a student had qualified for and could elect to undertake one of the specialties offered on the Community Services Program available in Grades XI and XII.

Cooking and Food Services 9, for boys in Grades IX and/or X, was introduced in September, 1963.

Co-operating with the Curriculum Division, the Director of the Home Economics Branch chaired a Community Services Program Workshop in July, 1964. Course outlines were developed for Management 11, Home and Industrial Services 12, Foods 11 (for boys and girls), Foods 12A (for boys and girls), Foods 12B (for boys and girls), Textiles 11, Textiles 12A, Textiles 12B and Child Care 12.

Prerequisites for certain home economics and community services courses were established. Time allotments for these courses were altered. However, it was the responsibility of local authorities to adjust the courses and time allotments to provide for individual differences and to adjust to local circumstances.

To carry out the main objective of the Community Services Program, emphasis in senior courses was given to the application of scientific principles, economics, management and preparation for further training in, or entry into a range of occupations related to the foods industry, the clothing and textile industry and the home and community services industry. An Advisory List of Equipment suitable for the new program was prepared and submitted

to the Division of Curriculum.

With the School Planning Division, layouts for home economics rooms were reviewed and amended during the 1964-65 school year. Suggestions for community services rooms were compiled from ideas put forth by the Community Services Program Course Development Workshop, and by home economics teachers. Further study of and research on the teaching-cafeteria kitchen, as an optional facility for Foods 12B was undertaken. A layout for such a kitchen to accommodate the recommended equipment and teaching facilities was developed. A teaching-cafeteria for Foods 12B was not considered for a school if the school's total enrollment in Grades XI and XII was less than 600. The standard layouts, detail of fixed furniture and related information for home economics and community services rooms was included in the revised School Building Manual, January, 1968.

There were four schools (one in each of School Districts No. 24, No. 34, No. 37 and No. 43) which had teaching cafeteria kitchens in operation during the 1966-67 school year. Pupils who took the Food Specialty of the Community Services Program could have instruction, demonstration and some experience with commercial-type equipment, large quantity food preparation, and service. Thus through the facilities of the teaching cafeteria kitchen, it was possible to provide daily food service and some catering on special occasions.

A Home Economics and Community Services Textbook Selection Committee of practicing home economics teachers was set up by the Curriculum Division. This committee served from February, 1960 to 1970 selecting textbooks for the recognized courses of the Home Economics and Community Services Programs. In September, 1968 some new prescribed textbooks were available for Home Economics 8, Foods 11, Textiles 11 and Home and Industrial Services 12.

During the first year of the new program, 1962-1963, (when the new Grade VIII Home Economics curriculum was introduced) the total number of public school pupils enrolled in Home Economics was 38,335. There were 209 public schools with home economics departments and 370 teachers of Home Economics. In schools where the Occupational Program was introduced, units on Domestic and Related Services Skills were taught by home economics teachers.

By September 1970, the total course enrollment in Home Economics and Community Services was 79,662. The greatest numerical increases were in Home Economics 8, Cooking and Food Service 9 (course for Grades IX and X boys) and Foods 11 (course for boys and girls). The growth in each of the three Community Services specialties had steadily increased since their introduction in 1965-66. A comparison of enrollment in the Community Services specialties with total enrollment in Community Services courses indicated that a fairly large number of pupils on other programs took one or more Community Services courses as electives. There were 265 public schools with a home economics department. There were 671 teachers, of whom 54 per cent had degrees in

Home Economics and 18 per cent had degrees in Education. Master degrees were held by 12 teachers.

British Columbia celebrated her Centennial in 1971. Most home economics and community services teachers and their pupils undertook centennial projects. The Teachers' of Home Economics Specialist Association, in affiliation with the British Columbia Teachers' Federation, published Home Economics Heritage from the Past, in which the development of Home Economics is traced from 1896 to 1941. The booklet 100 Years of Ladies' Costume Trends, which was issued by the British Columbia Centennial '71 Committee was reproduced and sent to each school district by the Home Economics Branch.

The semester system was becoming well established. All courses in Home Economics and Community Services could be adapted readily. Trimester and quarter systems were being tried.

The deletion of the Home Management Area from future schools took effect in January 1971. Because of this change and the updating of the suggested equipment for home economics departments, a New Advisory Home Economics Equipment List was compiled and distributed.

It had been possible for a home economics graduate to undertake a prescribed study program for three summer sessions at the University of British Columbia in lieu of a professional year in Education. The summer of 1971 was to be the last session in which graduates could begin the Summer Session Teacher training Program. Home economics content courses were continued for certified teachers who wished to teach Home Economics. Because of the continued shortage of teachers of Home Economics and review of the needs with the Faculty of Education, a new program - the Integrated Professional Program for Home Economics Graduates - was introduced in the summer of 1974. In cooperation with the School of Home Economics the science prerequisites were changed for students in the Faculty of Education who planned on undertaking a major or concentration in Home Economics.

The title of Home Economics Inspector was changed to Home Economics Advisor in April, 1972.

Changes were made in the senior secondary school curriculum organization and became effective for students entering Grade XI in September, 1972. Grouping courses into programs was retained but the groupings for specific specialties were amended to allow for different combinations of studies. Locally developed courses, particularly those which related the curriculum of a school to its community and those which might have future application to the Provincial Curriculum were recognized.

A 1974 amendment to the Public Schools Act which had a direct effect on Home Economics was "Subject to the regulations, a Board may approve courses of study,

textbooks, supplementary readers and similar instructional materials for use in the public schools in the school district.” Previously, locally developed courses had been submitted to the Board of School Trustees and if authorized by the Board, were then submitted to the Department of Education for approval.

As of April, 1974, the school still required the approval of the Board of School Trustees to use a locally developed course. For official record, a copy of it is required to be filed with the Department of Education in Victoria. Traditionally, most home economics course outlines (other than Cooking and Food Service 9, Foods 11, Foods 12A and Foods 12B) had been written with learning outcomes, skills and activities related to girls. However, occasionally boys who had a genuine interest in home economics had been enrolled in the courses of their choice. In the 1974-75 school year, Home Economics was not mandatory for girls, and boys could elect to take any home economics courses.

During the 1974-75 school year, Home Economics was offered in 303 public schools and enrollment was 105,793 in Home Economics and Community Services. There were 1,078 pupils in the Occupational Program. Out of the total of 870 teachers of Home Economics, there were 38 men teaching one or more foods courses.

Since the introduction of the Cooking and Food Service 9 course for boys, it has not been unusual for men to be teaching foods courses. With the exception of Vancouver, teaching-chefs are employed by most of the schools which have a teaching cafeteria kitchen. Under the Vancouver School Board, qualified Home Economics teachers with dietetic background are employed for schools with teaching-cafeteria kitchens.

Home Economics as a school subject is not a static one. The milestone of just "cooking and sewing" in elementary grades was passed many years ago. Modern Home Economics teaching of practical skills should stress 'the why' as well as "the how". Through good teaching of practical skills, a teacher should be able to impart to the pupils values, good judgment, the process of decisionmaking and interpersonal relating. Through motivation and leadership the alert teacher can assist pupils in selecting interesting, practical and purposeful projects relevant to the times. Emphasis on consumerism should be continued in all courses. The need for Canadians to improve their health by changing their present food habits is indicated in the reports of Nutrition Canada, National Survey (1973) and Nutrition Canada, British Columbia Survey (1975), by the Bureau of Nutritional Sciences, Department of National Health and Welfare. Instruction of food study and practical nutrition from Kindergarten to Grade XII could be effective in promoting good food habits for improved health. Both Vancouver and Victoria have undertaken some special work in this direction.

In recent years there has been consideration given to offering home economics to Grade VII pupils. Since September, 1973, Vancouver has used a mobile unit which was designed and equipped for teaching Home Economics to some Grade VII pupils at a few elementary schools. In the school year 1974-75, a few schools in some school districts of the Province offered Home Economics to Grade VII pupils while several others sugges-

ted the need.

In June, 1975, the British Columbia Department of Education published a basic textbook – Management and Foods - in which metric measures are used. The book replaced Foods and Home Management.

The Curriculum Branch of the Department of Education has a committee of home economics teachers and a Home Economics Consultant from the Home Economics Branch preparing new, flexible Home Economics curriculum guides which list goals and/or learning outcomes of Home Economics for four levels. It is expected that the curriculum guides will be completed during 1976.

At this time it is interesting to note that the Home Economics Branch was headed by the following home economists:

Jessie L. McLenaghan, B.Sc., L.L.D.	1926-1946
Bertha Rogers, M.A.	1946-1959
Mildred C. Orr, B.A. S.A.	1959-1968
Jean R. Irvine, B.Sc. (H.Ec.)	1968-1975

In January, 1975, the title of Director of Home Economics was changed to Co-coordinator of Home Economics. The title of Inspector of Home Economics was changed to Home Economics Adviser in 1971. In 1975 this title was changed to Consultant. The supply of certified teachers who have a degree in Home Economics, or who have completed some professional studies of Home Economics has never met the demand of the public schools in British Columbia. When comparing the birth rate of today with that of the post World War II years, one could hope that towards the end of the nineteen eighties the staffing requirements for Home Economics might be met.

In considering the changes, the growth and the development in Home Economics as a school subject in the schools of British Columbia, since 1896, one cannot help but be impressed with the significant improvements over the years. Throughout the Province, in large communities and in small, a consistently high standard of home economics classroom laboratories and equipment exist.

With this growth and change, however, have come contingent problems. Each year there are many persons new to teaching, new to teaching Home Economics and/or new to teaching Home Economics in British Columbia. Many people employed as teachers of Home Economics have limited professional background in home economics. These major problems of staffing are combined with the fact that teachers now have great privilege and responsibility in selecting course content and the methods of presenting and evaluating Home Economics in the schools. To meet these problems, a logical solution would be provision of additional Home Economics Consultants to serve the teachers of Home economics and their pupils within the geographical areas of this vast Province. Looking to the future and accepting the challenge of the present in the true spirit of our

heritage and traditions of Home Economics, could result in even greater growth, development, and inspired service to schools land to pupils in home economics classes of British Columbia.

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[Comments to the Editor: Miss Jean R. Irvine retired as Coordinator of Home Economics in 1975 after many years of devoted service to the cause of Home Economics in the schools of British Columbia. Until the time of submission of this article a replacement for Miss Irvine has not been named.

Jean Campbell and Helen Krueger
Home Economics Consultants
Home Economics Branch Department of Education
Victoria, B.C.