

HOME ECONOMICS SUBJECT DEVELOPMENT

IN THE CONTEXT OF

SECONDARY EDUCATION

BY

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## ABSTRACT

The aims of this study are to:

- 1) clarify the implications, for Home Economics school practice, of the development of a Home Economics profession;
- 2) develop a model of some aspects of professional practice which could be used, by Home Economics educators of pupils up to the age of sixteen, to inform the development of Home Economics school syllabuses.

An initial review of subject development shows, in the author's opinion, that the gender-stereotyped, historic and static knowledge base of the school subject, so rightly criticised by both feminist and educationalist thinkers, has remained largely unresponsive to the recent development of the subject discipline and profession. The discipline's and profession's support in preventing several recent attempts to eliminate Home Economics from the secondary school curriculum has been fundamental both to its survival and its eventual inclusion with those subjects meeting the requirements for Design and Technology under the Education Reform Act 1988.

The empirical study uses repertory grid technique as its main methodology. This is the operationalization of G.Kelly's (1963) psychological theory of Personal Constructs which recognizes the personal way in which individuals construe their world. The technique was used in order to highlight the development of new professional norms by some individual Home Economists which would otherwise be lost in the "averaging" of large scale survey techniques. A pool of elements representative of professional practice was derived from the results.

A case study of four Home Economics Teachers' understanding of professional practice was undertaken using this pool as a basis for shared repertory grid elicitations. In the conclusion these teachers' perceptions

of the contribution that understanding of professional practice can make to the development of the subject, especially in relation to the requirements for Design and Technology within schools, are discussed. Finally, recommendations are made as to how such developments might be implemented.

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ABBREVIATIONS USED.

H.Ec. Home Economics.

This has been used as a generic term to cover a variety of subject titles where the subject content is recognizably part of Home Economics or largely similar to Home Economics. Hence historic school subject titles, such as Housecraft or Domestic Economy, are included as are Degree course titles, such as Consumer Studies, where these originate from and are substantially similar to Home Economics.

H.Ec. discipline.

This refers to those aspects of the subject associated with its development within institutions of higher education.

H.Ec. education/educators.

This refers to those aspects of the subject associated with the teachers/ing of the subject to pupils up to age sixteen.

H.Ec. professional/als.

This refers to Home Economists, whether qualified in Further or Higher Education, employed in areas other than the formal education system. Their job titles may not be that of Home Economist but they would see themselves as Home Economists.

H.Ec. school.

This refers to aspect of Home Economics of relevance in terms of considering the education of children up to the age of sixteen.

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The expertise and insights of many Home Economists forms the basis for this work and, I hope, provides those of them who may read it with a subject context for such richly varied personal experiences. I am deeply grateful to them for their time, good will and trust, the latter of which I hope has not been abused.

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## CHAPTER I. INTRODUCTION

### 1.1. Aims of the Research Study.

The aims of this study are to:

- 1) clarify the implications, for H.Ec. school practice, of the development of a H.Ec. profession:
- 2) develop a model of some aspects of H.Ec. professional practice which could be used, by H.Ec. educators of pupils up to the age of sixteen, to inform the development of H.Ec. school syllabuses.

### 1.2. Justification of the Research Study.

The period since the early 1960's, when the author trained as a secondary school teacher of Home Economics, has been one of rapid social change which has profound implications for teaching, whatever the subject.

Secondary school teachers most usually develop their strategies for teaching and their understanding of pupils' learning within the context of their own subject specialism. Their continued understanding of subject development is dependent upon personal interest and most importantly, upon the ease of access they have to sources of information about new subject developments.

H.Ec. school originated, unlike most other secondary school subjects, without reference to an external subject discipline or profession. It was imposed to meet assumptions about how social problems were to be met within the particular social contexts of the mid to late twentieth century.

Thus H.Ec. school, more perhaps than any other school subject, illustrates the difficulties faced by H.Ec. educators in ensuring that the subject content is relevant to modern society. Without such relevance arguments for its continuation as a vehicle for education are usually trivial.

The training this author received was based on the traditions of the

subject, as taught in school, which began some hundred years earlier. A training which gave little opportunity for or encouragement to subject debate but assumed that :

Generally, the students' best and most valuable textbook was their own "Lecture Notes" supplemented by various manufacturing company leaflets and the reading of their book-list.

[Personal communication, 24.3.84, Lecturer in Physical Sciences at a College of Home Economics Teacher Training in the late 1950's and early 1960's.]

The social contexts in which such "Lecture Notes" were written and the social purposes for which they could be seen to be used were hardly considered.

The limitations of such "Lecture Notes" became increasingly evident to this author through the experience of teaching pupils aged 9 to 18 since then.

The opportunity in the late 1970's to teach on a Higher Education course, preparing students for the Home Economics profession rather than for teaching, provided insight into how Home Economics could develop to meet the purposes of modern society. At the same time the course challenged the assumptions on which much of H.Ec. school was still based.

In recent years the hidden social purposes of H.Ec. school, embedded in subject practice since its origins some 150 years ago, have been open to considerable criticism, to the point of eliminating the subject from the school curriculum.

The purposes of this study are two-fold. Firstly, to clarify the reasons for the criticisms of H.Ec. school's place in the education of children for late twentieth century society and to distinguish the extent to which such criticism is pertinent to general educational practice rather than just specifically H.Ec. school practice. Secondly to offer exemplars

of H.Ec. professional practice which serve to illustrate the range of purposes Home Economics as a subject can fulfil in modern society.

### 1.3. Background to the Research Study.

H.Ec. school had its origins in the training provided, under the early nineteenth century Poor Laws, for orphaned girls. This established the domain of the subject as training in the craft skills required of women whose likely opportunity for employment was as domestic servants or, should they marry, the carrying out of the same tasks as housewives. Late nineteenth century educational legislation constrained the subject within this model, a model which can be traced through early twentieth century legislation and through continued subject practice up to the present where the old craft divisions of food and textiles are still evident in the 1985 G.C.S.E. subject criteria<sup>1</sup> and subsequent examinations.

Late nineteenth and early twentieth century subject developments attempted to use the craft areas as a vehicle for teaching girls the physical science knowledge considered appropriate for their role in society. The use of H.Ec. school as a vehicle for teaching other subjects remained one of the key arguments for the inclusion of the subject in the school curriculum until well into the 1970's, Whitfield's 1971<sup>2</sup> arguments for home, and hence home economics, being at the centre of the curriculum, being one of the most comprehensive arguments for this.

In the 160 years since the origins of the school subject now termed Home Economics it has remained largely as it began, a subject of limited utilitarian value with a strong craft orientation, which is taught almost exclusively by women teachers to girls of mainly working class origins.

Critical evaluation of the subject and its development can be traced throughout the 150 year period. Almost all such criticism originates outside the community of subject specialists themselves and their subject journals.

All areas of Home Economics until very recently lacked a tradition of

subject debate and dissemination via authoritative publications such as journals. Coupled with this is a serious lack of archival material which ensures that what is published is available for future study. For example the Modern Records Centre at the University of Warwick Library holds incomplete records for the Association of Teachers of Domestic Subjects (now NATHE, National Association of Teachers of Home Economics), no centre appears to hold records of development of the IFHE (International Federation of Home Economics), the U.K.F.H.E. (United Kingdom Federation of Home Economics) or the AHE (Association of Home Economists).

Such fragmentary records are compounded by the loss of the ATDS library due to enemy action in the Second World War and the lack of subsequent maintenance of an accurate record of later donated materials.<sup>3</sup>

Debate in H.Ec. school does not show the progression, and subsequent subject development, which might be anticipated over such a long time span. This lack of debate has also prevented the subject successfully meeting the social and economic changes which have occurred over the 150 years.

Although not new the concerted challenge brought about by the post-war developments in feminist thinking have left the historic arguments for what is taught as H.Ec. school, and to whom, redundant.

The long history of feminist thinking which, as Bayliss 1977,<sup>4</sup> showed, unsuccessfully challenged the original development of H.Ec. school has, in the latter part of the twentieth century, challenged all the assumptions on which the teaching of H.Ec. school was based.

The acceptance of gender stereotyping implicit within the origins of H.Ec. school were most clearly challenged in 1949 with the publication of de Beauvoir's 'The Second Sex'.

Man is but mildly interested in immediate surroundings because he can find self-expression in projects. Whereas woman is confined within the conjugal sphere; it is for her to change that prison into a realm.<sup>5</sup>

More recently the academic work of Thorne 1977,<sup>6</sup> Turnbull 1978,<sup>7</sup> Beecham 1979,<sup>8</sup> Love, Smith and Turnbull 1980,<sup>9</sup> and Timpson 1984<sup>10</sup> have all challenged the fundamental assumptions of gender roles underlying H.Ec. school and still evident in practice as Pratt, J. Bloomfield, J. and Searle, C. 1984,<sup>11</sup> showed and Grice, M. O'Leary, K. and Pratt, B.M. 1989,<sup>12</sup> confirmed.

Criticism of the 'conjugal sphere' as a prison for the subject has done little to enable teachers to find ways in which to take on board new thinking.

Feminist thinking has led to the theoretical acceptance of changed practice, evident in documents such as the EOC 1982 Home Economics Working Party Report<sup>13</sup> stating that both boys and girls should be taught the subject. There is little in the way of support to effect changed practice as Grice et.al. found in their survey. Conferences such as 'What's in it for boys?' 1982<sup>14</sup> which looked at how changed practice might occur are rare and not widely disseminated.

All too frequently what is published, the G.C.S.E. Home Economics National Criteria, the Cheshire Report<sup>15</sup> illustrate the continuation of the historic.

The contribution that the teaching of H.Ec. school could make to pupils' understanding of their personal roles within the domestic sphere has never been adequately developed at the level where it is apparent to those making curricula and educational decisions. Much of what could have been Home Economics has been developed in other curricula areas such as Personal and Social Education, leaving H.Ec. school the poorer.

At a time when the historic arguments for the inclusion of Home Economics in the school curriculum are increasingly redundant the arguments for its inclusion which might usefully be drawn from the discipline and profession seem to remain unrecognized by H.Ec. educators.

What is not apparent is any informed link between discipline and

profession on one hand and H.Ec. school on the other. By the late 1970's the works quoted above showed no evidence of awareness that Home Economics could be other than what it was in school, a utilitarian subject unrelated to paid employment opportunities. Pratt, J. et.al. in their 1984 survey found little evidence of Home Economics career information being available to pupils in school, a pattern Grice et.al. still found a few years later.

This neglect has reduced the range of arguments justifying Home Economic's contribution to the school curriculum, arguments open to all other utilitarian subject areas and central to the thrust of their development within the National Curriculum, via the 1989 Design and Technology Report.<sup>16</sup>

The social and economic changes which, for women, have opened an increasingly wide range of employment opportunities have also enabled some of them, because H.Ec. professionals are almost always women, to capitalize not on the 'conjugal sphere' but the concerns of the 'household' as the basis for a range of employment opportunities.

It is the H.Ec. professionals' understanding of "household" and the provisions they make as professionals to the "household" which could inform H.Ec. school developments and ensure recognition that, like other utilitarian subjects, study can lead to employment.

This study it is hoped will identify the key issues which H.Ec. educators have to address if they are to escape the prison of the subject's past and, just as importantly, provides a way into understanding developments within the H.Ec. discipline and H.Ec. profession.

The establishment of the discipline of home economics at degree level occurred in the early 1970's following on the growth of H.Ec. professional career opportunities. The AHE was established in 1954. During the 1970's home economics in Great Britain developed the hallmarks of an academic discipline, a research journal and research conference. As an academic discipline home economics was already long established in the United States

of America and Canada and, in a less clearly recorded form, in Europe, particularly in West Germany and Scandinavia.

There are few school subjects which did not originate directly from the subject discipline and/or profession. The subjects traditionally considered as academic; English, History, Mathematics, the Sciences; have their direct routes via the 'A' level examination system from sixth form study to university discipline. The utilitarian subjects such as the traditionally boys' crafts of woodwork, metalwork etc. originally had direct links to apprenticeships and industry-employment.

H.Ec. school had neither the traditional disciplinary or professional links which could inform its practice. Developing such links, with the concomitant understanding of how home economics fits into late twentieth century opportunities for employment in British society, could enable H.Ec. educators to extricate the school subject from the 'conjugal sphere'.

Little empirical data exists which can be used by H.Ec. educators to inform their understanding of H.Ec. professional practice. It is the intention of this study to provide empirical evidence of H.Ec. professional practice in a form appropriate for use by H.Ec. educators.

In the light of the continued development of H.Ec. professional employment opportunities careful consideration was given to the use of a methodology that did not lose the individual's unique professional experience in the 'averaging' of more usual H.Ec. professional employment surveys, for example the AHE 1982<sup>17</sup> survey.

Such a qualitative approach, Repertory Grid Technique, has been developed out of the work, as a clinical psychologist, of George Kelly, see Kelly 1953,<sup>18</sup> who recognized the individual's role in actively making sense of their own experience of the world. The personal constructs the individual holds of the world are changed, reconstrued, in the process of testing out the usefulness of these constructs in making sense of the world.

The main intention of this study is to identify, via the elicitation of repertory grids, the personal constructs some H.Ec. professionals hold

of their professional practice. These will then form the basis for a model of aspects of H.Ec. professional practice which could inform H.Ec. school practice.

Such a model would provide H.Ec. educators with a broader context for reflection upon H.Ec. school practice and one which was outside the tradition of historic subject development.

A trial of the use of this model with a group of H.Ec. educators provides the basis for indicating what H.Ec. educators understand of H.Ec. professional practice and what support they may need in relating the model to changed curricula practice.

#### 1.4. Structure of the Thesis.

The thesis divides into two parts, Chapters 2, 3 and 4 providing the background to the development of the subject, within school and as a discipline and profession, and the issues these developments raise for the continuation of the subject, particularly within schools.

In the second part of the thesis, Chapters 5, 6 and 7, a model of H.Ec. professional practice which might usefully inform H.Ec. school late twentieth century development is arrived at and trialled with a group of H.Ec. educators.

Specifically, in the first part of the thesis, Home Economics within school, the chief concern of the writer, is discussed in Chapters 2 and 3. Chapter 2 is concerned to place subject development within the framework of social, political and economic developments as these were interpreted through educational thinking, particularly in relation to H.Ec. school.

Chapter 3 looks more specifically at the nature of subject content within H.Ec. school and the challenges that publication of the National Curriculum, particularly the Design and Technology Report in 1989, pose for the subject.

Chapter 4 looks at Home Economics disciplinary and professional development and explores the reasons why such developments are significant



to Home Economics within school.

The key issues to be resolved in relation to H.Ec. school are indicated at the end of each of these chapters, particularly in relation to the new requirements for design and technology within the national curriculum.

It is at this point, "the key issues to be resolved in relation to H.Ec. school", that many of the existing studies of H.Ec. school end leaving H.Ec. educators with no proposals for future subject development.

Such an approach is less than helpful, and in the case of the academic work listed on p. 132 ignores the contribution the more recently developed H.Ec. profession could make to future H.Ec. school development.

The empirical study of H.Ec. professional practice, which forms the basis of the second half of this study has been undertaken to provide H.Ec. educators with evidence of this potential contribution.

A case study, showing how one group of H.Ec. educators responded to this evidence indicates what understanding they have of the contribution that models of H.Ec. professional practice could make to H.Ec. school syllabuses.

Chapter 5 discusses, for both H.Ec. school and H.Ec. profession, the importance of using a qualitative approach for this study, repertory grid technique. The selection of H.Ec. professional subjects in the light of this discussion is then justified. The trial use of repertory grid technique is also discussed.

In Chapter 6 the results of grid elicitations and interviews with subjects are discussed and, in the summary, a model of some aspects of H.Ec. professional practice is provided from the results.

Chapter 7 provides a case study of how this model might be used, via group repertory grid elicitations, with teachers to enable them to explore their understanding of H.Ec. professional practice and its relationship to H.Ec. school practice.

In Chapter 8 the main issues raised in the first part of the study, Chapters 2, 3 and 4 are summarized indicating the implications these hold for changed H.Ec. school practice. Next the empirical evidence provided in Chapter 6 and 7 is discussed indicating the importance for this group of H.Ec. educators of the model of H.Ec. professional practice provided. Finally the implications for H.Ec. school syllabus development and the provisions necessary for such development are discussed and recommendations made.

Some consideration was given to the compilation of a bibliography from the source materials which have become available to the writer. The nature of such a task made it inappropriate in this work, the bibliography of which is a reference source for this thesis only.

Chapter 1.

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2.1. Introduction.

There are three possible reasons for the inclusion of a subject in the school curriculum :

- academic
- educational
- utilitarian

although separating subjects under such headings in the actual practice of teaching is neither easy nor necessary.

The academic subjects were included in the school curriculum, from the beginning of most schools, in preparation for higher, university, education. In terms of educational currency the subjects which originate in the university disciplines; sciences, mathematics, English and History, but most especially sciences and mathematics, are the ones which have the greatest value. Indeed such subjects' syllabus content for Advanced (A) level examination at age eighteen, and hence the syllabus content of the lower school, are still dictated by the needs of the disciplines within the universities.

Recent literature for sixth formers about university entrance points out not just the general requirements for university entrance but also the need to be aware of course specific requirements.

The differences between universities over the entrance requirements can make the choice of subjects difficult. You may wish to take a less orthodox subject, but feel if you do you will be risking your chance of a university place.<sup>1</sup>

The 1986 proposed introduction of AS levels which was supposed to ensure a wider educational base for university entrance has still to make its real acceptance clear against the traditional orthodoxy of 'A' levels.

Goodson charts the development of Environmental Studies as a subject

whose teachers felt the need to establish its A level status to ensure its educational currency in terms of status and power.

We decided that the exam was essential because otherwise you couldn't be equal with any other subject. Another thing was that comprehensive education was coming in. Once that came in, no teacher who didn't teach in the fifth or sixth form was going to count for twopence. So you had to have an 'A' level for teachers to aim at.<sup>2</sup>

Just how far the introduction of 'A' levels that are non-'traditional' and un-'orthodox' has succeeded can be shown from the university entrance literature in regard to course specific requirements.

It follows that these particular departments mathematics, natural sciences, engineering or medicine will be inclined to regard interdisciplinary A levels such as Environmental Sciences as less appropriate for their purposes.<sup>3</sup>

In effect Environmental Studies would only be of value as a third 'A' level if it was associated with two academic 'A' levels when applying for university entrance. The old orthodoxy still has status in the educational system whatever the value in educational terms a subject may have.

A number of subjects, of which H.Ec. school is one, have been included in the school curriculum for utilitarian reasons. The problems arising from the need for such subjects to be perceived as academically acceptable, especially in relation to H.Ec. school, are discussed in Section 2.3.1.

Goodson<sup>4</sup> makes the point that the introduction of these subjects was linked to a strong social-class bias; the higher the social class of pupils the more abstract the knowledge they were taught. Utilitarian subjects therefore effectively excluded many of the lower social classes from gaining access to the university education system. Still today subjects

which have grown out of the early utilitarian subjects like 'A' level Design and Technology, Computer Studies, Home Economics are acceptable only as a third 'A' level subject for University Entrance.<sup>5</sup>

The social class effect of studying utilitarian subjects was further compounded by a gender effect. Subjects such as woodwork, metalwork, technical drawing, the origins of what is now taught as CDT, were taught to boys for future male only employment opportunities.

In the late nineteenth and early twentieth century, when such courses began, employment, and hence educational preparation, was divided by gender.

Utilitarian subjects were introduced specifically to prepare pupils for their perceived gender roles, as workers in industry and fathers or as housewives and mothers.

H.Ec. school has as a subject suffered the double disadvantage of originating not only as a utilitarian subject within a system where academic subjects are the most valued but as taught to that most invisible group in society, girls of the lower social classes.

What was also evident to the present researcher and colleagues in a recent national survey, Grice, O'Leary and Pratt,<sup>6</sup> of teachers' and pupils' understanding of home economics career opportunities was that the subject itself is still not seen, as were other subjects, as leading into career opportunities. This was a confirmation of Pratt, Bloomfield and Seale's<sup>7</sup> findings which showed no evidence of employment - H.Ec. school link being recognized in schools.

In present day terms H.Ec. school has not given itself one of the most useful arguments a utilitarian subject can make for its inclusion in the curriculum - future employment.

Grice et. al. also found, just as Pratt et. al. had some five years earlier, that the subject remained overwhelmingly female both in those who taught it and to a lesser, but only slightly lesser, extent in those who studied it.

Again no concerted campaign to challenge such stereotyping from within



the subject has occurred either at school or training college level, any challenge being largely the work of isolated individuals or small groups.

Thus H.Ec. school remains open to criticism that it is an anachronistic subject with little to contribute to the modern educational needs of pupils. The extent to which H.Ec. school subject content can refute this argument is explored in Chapter 3. In the rest of this chapter its standing within an education system faced with the political demands that it meet the rapid socio-economic pressures with which society is faced is the main concern.

That it has survived recent political decisions which initially excluded it from the National Curriculum is due to the political lobbying of the home economics community rather than widespread evidence of changed subject practice.

## 2.2. Home Economics in school : the background to the development of the subject.

Until the growth in higher education of the 1960's to write of home economics education in Great Britain meant to write almost exclusively of a subject taught to girls as part of their secondary school education by women trained exclusively to teach the subject. The few exceptions where the subject was taught to degree level and some at least of the ex-students moved into professional occupations, other than teaching or lecturing to would-be H.Ec. Teachers, had little overall effect on this pattern.

The change to this pattern with higher education expansion through the 1960's and 70's is illustrated in Table 2.1 : Key developments in Home Economics. Degree courses were established to meet the perceived needs for H.Ec. professionals firstly in industry and later in the 'caring' professions i.e. social work, housing management.

Many of these degree courses were established in the old teacher training centres of H.Ec., which, at the same time, became incorporated into the larger Polytechnics. Thus the traditional isolating cycle of

training for and teaching of H.Ec. school which was established in the late 19th Century was effectively broken for the first time and the idea of home economics as a discipline in its own right established. The associated academic developments from this are discussed in Chapter 4.

By the mid 1960's the old teacher training courses had given way to degree courses in Education with post-graduate one year courses to provide teacher training for those with degrees in home economics. Since then the input of home economics teachers to schools has been from a much more varied background of subject experience.

A similar pattern of development in the move to professionalize the status of Home Economists also occurred. In particular the slightly earlier (1954) establishment of the Association of Home Economists (AHE) and the United Kingdom Federation of Home Economics (UKFHE) laid the foundations for developing professional representation other than through the Association of Teachers of Domestic Subjects (ATDS). In 2.3.2. the importance of these organizations in ensuring the survival rather than just the development of H.Ec. school is discussed.

Table 2.1.      Timescale of Developments in Home Economics.

- 1838    Kay Shuttleworth's 'Norwood' Experiment.
- 1850    Alexis Soyer, chef and reformer. Crimea Hospital diets Proposed  
College of Domestic Economy (D.E.)
- 1851    Great Exhibition of industrial, agricultural and domestic goods.  
Royal Society of Arts is prime instigator of exhibition. 'The Times' -  
"need radical change in education to produce trained people fit to  
meet demands of new economy".
- 1866-    Royal Society of Arts - Food Committee - concern malnutrition,  
1881    adulteration of meat, fish, milk especially.
- 1870    Education Act - compulsory education. Girls - grant if 1 subject  
Domestic Economy.
- 1873    Royal Society of Arts International Exhibition Buckmasters' Cookery  
demonstration  
National Training School (Battersea) founded:  
i) Teaching Diploma in Cookery; ii) Trained Army Caterers.
- 1874-    25 schools of Domestic Science founded.  
1896
- 1877    Royal Society of Arts - 1st Congress on Domestic Economy and  
Elementary Education, Crisis over how or whether Domestic Economy  
to be included in elementary education.
- 1878    Royal Society of Arts - 2nd Congress.  
(a) Sir Henry Cole advocates National Domestic Economy College.  
(b) Recommendation: Women Inspectors of Needlework.  
(c) Lydia Becker (editor Women's Suffrage Journal) critical of  
"girls only" image.
- 1881    Report: Royal Commission on Technical Education states value of  
practical subjects for some of the school population.
- 1882    Revised Education Code.  
Women Inspectors  
Practical cookery rather than theory becomes more easily  
organised.
- 1888    National Union of Technical Education of Women in Domestic Subjects.
- 1896    National Union becomes Association of Teachers of Domestic Subjects  
(ATDS).
- 1900    Special Grants for approved courses in cookery, laundry work and  
housewifery.
- 1905    Grants to Training Colleges.  
Women Inspectors formally accepted.
- 1908    International Federation for Home Economics (IFHE) founded in  
Switzerland. 1st IFHE Congress.
- 1912    Women's Dept. King's College, London University - 3-yr. course in  
1913    Home and Social Science.  
2nd IFHE Congress.
- 1918    Fisher Act : Domestic Science on the same footing as other subjects.  
Teachers of D.S. same pay as other teachers.

- 1927 Bristol University B.Sc.: Domestic Science 4th IFHE Congress.
- 1928 ATDS publish 'Housecraft' magazine.
- 1934 5th IFHE Congress.
- 1938 Separation of ATDS and Institutional Management Association.
- 1939 6th IFHE Congress.
- 1949 7th IFHE Congress.
- 1953 King's College courses to Queen Elizabeth College (QEC) Depts.  
Household Science and Nutrition.  
8th IFHE Congress.
- 1954 National Council for Domestic Studies (NCDS) demonstrator certificate.  
Forbes publish 'Home Economics' magazine.  
Association of Home Economists (AHE) formed.  
U.K. Federation of Home Economics (UKFHE) formed.
- 1958 9th IFHE Congress.
- 1962 NCDS - 3 year diploma courses developed.  
IFHE magazine (1st publication date unknown).
- 1963 10th IFHE Congress.
- 1964 C.N.A.A. degrees through polytechnics become possible.
- 1966 NCDS becomes National Council for Home Economics Education (NCHEE).
- 1968 NCHEE certificate offered at 20 colleges.  
11th IFHE Congress.
- 1970 University of Surrey Home Economics Dept. established.
- 1972 12th IFHE Congress.
- 1973 Bristol degree ends after 47 years.
- 1974 D.E.S. Circular 6/74 - diversified D<sup>o</sup>.  
Polytechnics offer B.Sc./B.A./B.Ed. courses, most with Honours,  
in Home Economics.
- 1975 U.K. Equal Opportunities Act.
- 1976 13th IFHE Congress.
- 1977 Cardiff University College : Textiles and Design Degree.  
Journal of Consumer Studies and Home Economics - U.K. - founded.
- 1979 1st Annual U.K. Home Economics Research Conference.
- 1980 Royal Society of Arts article "Education for Capability"  
Adamson et al.
- 1981 Schools Council Working Paper 70 "The Practical Curriculum"  
NCHEE transfer courses to Technical Education Council.  
14th IFHE Congress and 1st research symposium.

- 1982 ATDS becomes National Association of Teachers of Home Economics (NATHE).  
 'Housecraft' magazine re-named 'Modus'.  
 Business and Technician Education Council (BTEC) vocational courses developed.  
 AHE publish 1st research paper.  
 1st combined UKFHE, AHE, ATDS, IFHE Conference : "Employment in Europe - the Home Economist's concern".
- 1984 University of Surrey Home Economics degree course closed.  
 AHE becomes IHE.  
 15th IFHE Congress and 2nd research symposium.
- 1985 GCSE : The National Criteria, Home Economics not initially included in named subjects.
- 1986 DES-MSD 'Review of Vocational Qualifications'  
 Home Economics qualifications meet national requirements for levels and progression.  
 UKFHE campaign to retain Home Economics within proposed national school curriculum.
- 1988 The Education Reform Act.  
 16th IFHE Congress and 3rd research symposium.
- 1989 Home Economics included in 'Design and Technology for Ages 5-16' Report for National Curriculum.

### 2.3. An overview of H.Ec. school development.

H.Ec. school developments began in the 1870's as a result of the political decision that education of children, or more precisely girls, could be used as a means of dealing with the socio-economic problems affecting large sectors of the population in the late 19th and early 20th century. The political decisions of the last few years as these affect education, via teacher accountability, and the development of the national curriculum can be seen similarly as political responses to the socio-economic problems facing a post-industrial society.

These more recent decisions also have implications for the continuation of H.Ec. school in a form recognisable to H.Ec. practitioners.

The received origins of the school subject remained largely unquestioned in any publicly accountable form until the work of writers such as Thorne,<sup>8</sup> Turnbull,<sup>9</sup> Beecham,<sup>10</sup> and Love, Smith and Turnbull,<sup>11</sup> most of whose work remains unpublished or accessible only through journal articles or occasional papers.

A number of writers have produced a history of an home economics institution, Butchart<sup>12</sup> of Evendine Court, Scott<sup>13</sup> of F.L. Calder College, Stone<sup>14</sup> of The National and others like Yoxall<sup>15</sup> and Sillitoe<sup>16</sup> produced more general histories of teaching. Archival material such as the ATDS records at the Modern Records Centre at the University of Warwick library, are incomplete. Similarly text book collections such as those held at London University, Institute of Education or from the library collections of the old home economics colleges, such as Atholl Crescent, Edinburgh, The National, Surrey University, are seldom complete and frequently are linked more closely to the specific college or region rather than to ensuring a comprehensive national perspective on subject text book development.

What is evident, particularly from the histories and ATDS archival materials is the lack of any record of discussion about the role of home

economics (or its then equivalent) within the educational system. There is little, if any, evidence of the debate, such as occurred between 1899-1908 at the Lake Placid Conferences in the U.S.A.,<sup>17</sup> in the early years of British H.Ec. school development.

The economic pressures and political decisions which shaped the origins of H.Ec. school from 1876 were hardly questioned and certainly not subjected to rigorous professional debate by H.Ec. educators.

Ravenhill's attendance for example at the Lake Placid Conferences, where her contributions were valued, see Vincenti,<sup>18</sup> and acknowledged at the 1904 conference, seem to have led to the largely descriptive accounts of American practices written up for the Board of Education.<sup>19</sup> The wider issues which Vincenti refers to as having been discussed at these conferences do not seem to have travelled across the Atlantic, at least in terms of written debate.

This has left H.Ec. school with three specific difficulties in becoming an established and respected contributor to the school curriculum. Difficulties which in the late 60's onwards also had an effect on the development of both the subject discipline and profession. The three difficulties are :

socio-political;

socio-economic;

and educational.

It is these three points which are discussed next.

### 2.3.1. The socio-political framework of education within which subject identity is established.

School HE involves the teaching of "low-status utilitarian" and "personal, social and commonsense knowledge"<sup>20</sup> within a system where the "academic" tradition is the gate keeper to prestige and power. The resulting tensions for H.Ec. school have been and still remain largely unresolved.

The establishment of School Certificate Examinations in 1917 confirmed a pattern of education which is essentially still with us. Firstly in that the school curriculum should be subject based ; and secondly that the subjects selected as examinable were those for University entrance

i.e. of no immediate use for a vocation or occupation

but which give access eventually to academic or professional occupations.<sup>21</sup>

This pattern ensured the domination by the Universities of the school curriculum and hence the politics of education at the expense of the majority of those to be educated. Goodson describes the ensuing division as:

- we refer to the subject-based curriculum confirmed by the examination-system as the 'academic' tradition, and to low status practical knowledge as the 'utilitarian' tradition. Utilitarian knowledge thus becomes that which is related to those non-professional vocations in which the majority of people work for most of their adult life.<sup>22</sup>

He goes on to add:

The low status of utilitarian knowledge is shared by the personal, social and commonsense knowledge stressed by those pursuing a child-centred approach to education.<sup>23</sup>

The dominance of the academic tradition has been effectively confirmed in each new national educational development. It is still too soon to know whether the development of the National Curriculum with the 1988 Education Reform Act's passing will substantially affect this pattern.

The pattern would still appear to be academic, emphasizing English, Mathematics and the Sciences with the "utilitarian" and "personal, social and commonsense" aspects of the curriculum being given much less weight in the balance of subjects in the National Curriculum.

The Education Reform Act 1988 is again a political approach to shaping education to meet the future economic needs of the country, not the needs of



children per se for education.

Thorne<sup>24</sup> refers also to how educational systems can serve political ends:

"The political function of education is to allocate individuals to positions, work and status, with the least possible disturbance to society."

H.Ec. school, as a "utilitarian" and "personal, social and commonsense" subject will effectively stream those who study it away from "position, work and status". Love et. al.<sup>25</sup> certainly support this view and it was still apparent in a survey of option choices and career opportunities for H.Ec. school recently undertaken by the present writer and others, see Grice et. al.<sup>26</sup>

Historically, Goodson suggests, this process has affected Educators' professional development in two ways :

- (i) Their "subject community" becomes the basis for most Educators' professional development;
- (ii) All subject communities steadily model themselves on the academic pattern in order to gain access to prestige and power.<sup>27</sup>

#### 2.3.1.1. Subject Communities as the basis for Educators' professional development.

Goodson took the establishment of School Certificate Examinations in 1917 as one of the key factors in the development of subject communities.

The years after 1917 saw a range of significant developments in the professionalisation of teachers. Increasingly with the establishment of specialised subject training courses, secondary school teachers came to see themselves as part of a 'subject community'.

This increasing identification with subject communities tended to separate them from each other, and as schools

became larger, departmental forms of organisation  
arose which reinforced the separation.<sup>28</sup>

Table 2.1. illustrates that this process had already begun for H.Ec. educators with the formation of the "National Union of Technical Education of Women in Domestic Subjects" in 1888, reinforcing subject isolation.

The inclusion of H.Ec. school with subjects such as craft, design and technology, business studies, art and design within a Design and Technology foundation subject of the National Curriculum should counteract the "subject community" models of these subjects, at least within the next few years.

The intention to break down established subject boundaries even further is referred to in the proposals for Design and Technology.<sup>29</sup>

Such proposed links from "utilitarian" subjects to "academic" subjects such as English, Mathematics, Sciences, History, Geography, Art are common in educational literature. The response of the "academic" subjects may do little to alter the overall pattern of subject power.

The concern at the initial exclusion of H.Ec. school from the National Curriculum brought together H.Ec. educators and H.Ec. professionals in a concerted campaign via the U.K. Federation of Home Economics from early 1988 to ensure its retention as a school subject.

The Design and Technology Report 1989 specifies attainment targets and programmes of study which will not necessarily ensure the continuation of subjects in their present form.

H.Ec. educators form a small "subject community" at present; NATHE, the subject teachers' association, membership is about 4,000. NATHE forms a useful national focus for subject debate which may be lost if teaching of H.Ec. school, and hence potential H.Ec. Educators for membership of NATHE, reduces further.

2.3.1.2. Subject communities use of the academic model to access prestige and power.

The Code of 1882, see Table 2.1., made grants available for the teaching of cookery to girls and thus teachers of the subject from the Schools of Domestic Science were much in demand. In 1888 The National Union of Technical Education of Women in Domestic Science was founded, the forerunner of the present teachers' association NATHE.

Goodson points out that one of the major outcomes of the development of "subject communities" is the steady movement of all subjects, because of their practitioners' efforts to gain/maintain prestige and power, towards the academic model.

His example of the dilemma confronted by Carson in establishing an 'A' level syllabus for Environmental Studies has already been discussed in section 2.1.

Goodson showed how negotiation for Environmental Studies 'A' level were dominated at key points by the academic subject tradition.

"The study must be a discipline a coherent body of facts and concepts demanding an ordered mind for its appreciation".<sup>30</sup>

Effectively the academic tradition thus ignored the avowed interdisciplinary approach to the subject and demanded single-subject "depth" and the exclusion of "irrelevant topics".

As a subject H.Ec. school developed 'O' and 'A' levels for very similar reasons. These do not perform the same function as the single-subject 'A' level, their currency in terms of entry for pupils to higher education is small. They did provide H.Ec. educators however with the academic model to aim at within school.

NATHE, the then ATDS, tried extremely hard to establish the subject as academically acceptable.<sup>31</sup>

Despite the wide use by Home Economics teachers of this 1973 leaflet

in pursuing individual candidates' applications to a variety of University departments the position remains substantially unchanged. The subject area is generally not seen as academically acceptable.

As H.Ec. school continues to lack the prestige, power and resources associated with the academic tradition of 'A' level teaching the modelling of the subject on the academic model can be seen to have been less than successful.

Again recent developments in respect of Design and Technology may alter the need to pursue such a model but only if, as Goodson points out, the legacy of differentiated status for the academic, utilitarian and pedagogic traditions is challenged or inevitably any attempt to reinstate the practical curriculum of utilitarian subjects will be lost by the pressures on them to move to the academic and theoretical.<sup>32</sup>

For H.Ec. school and H.Ec. educators the pressure remains to retain an academic model of the subject within schools.

The socio-political framework within which education is provided can be shown to maintain the existing internal form which a subject develops and within which its practitioners are educated.

Joseph, as Secretary of State for Education, began in 1984 a move away from this approach towards

"criteria referencing over a broad range of skills and competencies".<sup>33</sup>

The culmination of this politically led move has been the present government's introduction of the Education Reform Act,<sup>34</sup> the intention of which is to ensure a more coherent balance of subject study by pupils in the secondary state education system, including areas of study deemed essential for continued economic growth in this country.

Equally the challenge of Sir Keith's demands that pupils be assessed on what they "know, understand and can do" has meant a recognition of the

importance of different kinds of knowledge. The economic importance of technological knowledge, particularly information technology, in a post-industrial society has been recognised by the politicians.

The expectation that the school curriculum should include knowledge different from the traditional academic knowledge is demonstrated in the proposals for programmes of study and attainment targets in the Design and Technology report.<sup>35</sup>

This document, and the subsequent Orders specifying attainment targets and programmes of study under the Education Reform Act 1988, may challenge the "academic models for subject communities" held within schools in ways unanticipated by the politicians or many educators.

The politicians have attempted to challenge the "economic dysfunctionality of the academic tradition"<sup>36</sup> within schools.

2.3.2. The attempt to meet the socio-economic pressures of rapid social change through the teaching of specific subjects.

H.Ec. school's origins as a utilitarian subject taught to the daughters of the labouring poor in order to prepare them for their ascribed roles as housewives and mothers was specified in its origins, 1870 Education Act<sup>37</sup> and confirmed in early writing such as Pillow's<sup>38</sup> and Cooper's<sup>39</sup> reports to the Education Department.

The social and technological changes of the nineteenth century had effectively broken what remained of the traditional household pattern of shared responsibility for the total well-being of the household. Cowan<sup>40</sup> in particular has shown how social and technological factors not only separated male and female roles but did so in ways which ensured unequal division of the labour associated with those roles.

The work of women in the home being more concerned with personal services to individuals; babies, children, the sick and elderly; and thus less susceptible to elimination by technological changes which freed men from household tasks.

Where men moved more completely into an industrial labour market with a monetary return for their labour women remained in a pre-industrial world in terms of their unpaid labour in the home as housewives and mothers.

Cowan<sup>41</sup> points out how in fact technology increased rather than diminished women's labour in the home coupled as it was with increased expectations of standards of hygiene, nutrition, child care patterns etc. The re-thinking of social expectations concomitant with technological developments was rare. Vincenti<sup>42</sup> also makes a similar point that the family has always been taken as the basic unit in society through which individuals' needs for shelter, food, clothing etc. are met.

H.Ec. school began from the premiss that as a school subject it could improve standards of care within the home with no reference to any changes in the way in which that care might be provided other than via individual women's perfecting of their ascribed social role.<sup>43</sup>

H.Ec. school became in Thorne's words

A non-mobility subject acting as a status passage for the vast majority of girls.<sup>44</sup>

H.Ec. school thus began at an even greater disadvantage in the academic world of school to other utilitarian subjects, it had small currency in the market place, the currency of household servant as suitable employment for the daughters of the labouring poor.

That the subject remains effectively a "non-mobility subject" in terms of employment remains true today in many schools as was previously noted from Pratt et. al. and Grice et. al.'s work.

With this in mind it should not have surprised H.Ec. educators and H.Ec. professionals that the subject was effectively excluded from the original plans for the National Curriculum. Its economic value, either in its own right or in its contribution to Design and Technology is not self-evident. The strong lobby organised by the UK Federation for Home Economics<sup>45</sup> has ensured the subject's retention but it has still to show

its contribution to the future economic growth of the U.K., a prime concern for all utilitarian subjects in the present political climate.

If much of H.Ec. school is still removed from this debate, and hence the subject's contribution to economic growth, it also means that the relationship between school and disciplinary/professional developments are largely unrelated, an issue discussed further in Chapter 4.

What is always important for H.Ec. educators is the subject's educational value in the sense of "child-centred" education. It is this approach which has generated the most consideration of H.Ec. school's role in the curriculum.

### 2.3.3. The potential educational value of the subject.

The utilitarian origins of H.Ec. school and in particular its origins in the assumption that the training of girls could directly influence the home life of their families has always left the subject with the need to justify its educational value as a part of the school curriculum.

In Cooper's words :

"the handicrafts or other so called practical subjects must be treated as instruments of education and not solely as training for a special calling. This last condition makes the difference between technical education properly so called and technical instruction of a more or less specialized kind."<sup>46</sup>

The justification of H.Ec. school became quite rapidly an argument for its use as a means of enabling pupils, girls, to draw on their common experience of home and family as a basis for accessing academic areas of the curriculum, particularly science, although artistic and historic approaches to H.Ec. school were also suggested by Cooper.<sup>47</sup>

By the early twentieth century reports, such as the Board of Education

1911 memorandum<sup>48</sup>, were giving examples of combined science and homecraft teaching. Very early textbooks frequently illustrate this link, Notter and Firth,<sup>49</sup> Nelson and Son's text for teachers<sup>50</sup> and Newsholme and Scott<sup>51</sup> being examples in the present writer's collection. These extend early basic school texts such as Nelson's Domestic Economy<sup>52</sup> by providing a scientific background to the basic craft teaching. Examples of artistic and historic extensions to craft teaching appear, from textbook evidence at least, to be undeveloped.

By the mid-1950's writers such as Nisbet were arguing for H.Ec. school as a vehicle through which a range of other subjects could be taught.

- Housecraft potentially one of the most widely educative experiences that the school can offer. Its opportunities are limitless. In many schools our Housecraft teachers realize this and provide a richer nurture for their girls than any other department - <sup>53</sup>

Nisbet made this point in the context of his argument that schools in establishing purposeful aims for their curriculum must

explore the extensive but ill-charted intermediate area of thought which lies between general or abstract aims on one hand and highly specific aims on the other.<sup>54</sup>

By the early 1970's claims for the totality of curricula experience were expressed in terms such as Whitfield's as concern for :

- structure of formal curriculum 9-16 in totality not piecemeal, from detailed analysis of likely contribution of various fields of study to the overall development of the "educated person".<sup>55</sup>

His arguments for the inclusion of H.Ec. school in the curriculum are based on its synnoetic contribution, one of Phenix's six "realms of meaning".<sup>56</sup>

What both Nisbet and Whitfield are arguing for is not the utilitarian



craft based H.Ec. school originating in the nineteenth century but the "new" domestic sciences in which :

aspects of the social sciences are incorporated in a relevant context, thus compensating for a notable deficiency in many existing school programmes; parts of crafts are also included.<sup>57</sup>

Both Nisbet and Whitfield still used utilitarian arguments for the inclusion of the subject.

Nisbet refers to the prevailing concern that "mass democracy" and the social upheavals of the second world war might entail the loss of some features of society e.g. active citizenship, and home membership and responsibility, being two.<sup>58</sup>

Whitfield's claims for H.Ec. school's contribution to synnoetic meanings is supported by the following argument.

When so much current research confirms the vital importance of the home, especially in the early years of childhood, for physical and psychological health, it is astonishing that school curricula so often convey the impression that they are compiled for celibates.<sup>59</sup>

The growth of knowledge evident in the above quote leads to the problem for twentieth century school curriculum of the :

'explosion of knowledge which engenders superficiality',<sup>60</sup> a problem evident early in this century as Bantock points out.<sup>61</sup> The school curriculum originated in the teaching of specific subjects with all that implies for the understanding of a wide and varied range of knowledge in isolation from inputs by other subjects. The approach is one that assumed mental discipline in any abstract sense for its own sake could not be taught.

This approach became institutionalized and has remained, until very recently, largely untouched as Bantock showed :

The 1904 Regulations for Secondary Schools confirmed a faculty view of education stressing width of training rather than mental discipline from a few subjects.<sup>62</sup>

Attempts to re-structure understanding of knowledge to ensure 'mental discipline' underlie much of the educational theorists' writings about the delivery of the curriculum in the last forty years. Mannheim's 'deliberate social planning'<sup>63</sup> underlies Nisbet's 1957 work; Phenix's 1964 'realms of meaning'<sup>64</sup> underlies Whitfield's 1971 work; Hirst's 'forms of knowledge'<sup>65</sup> underlies Bantock's 1980 work and Polanyi's 1966 'tacit knowing'<sup>66</sup> underlies Mahoney's<sup>67</sup> 1982 unpublished study on H.Ec. education in Tasmania.

The extent to which such thinking has influenced H.Ec. school will be discussed in Chapter 3.

The political decision announced by Joseph, Sir K. to 'introduce a common system of examination at 16+'<sup>68</sup> began the process of contracting the ever-increasing range of subjects which were examined as part of the school curriculum. The National Criteria laid

'the ground rules for all subjects to give a uniform framework for examinations and syllabuses'<sup>69</sup>

and the Secondary Examination Council's (SEC) role became that of ensuring that :

All syllabuses are to be designed to help candidates to understand a subject's relationship to other areas of study and its relevance to their own lives and responsibilities.<sup>70</sup>

The development of GCSE can be seen more as the end of many years of challenge to the long tradition of Ordinary (O) level and later CSE examining at 16+, and a preparatory phase in the development of the National Curriculum enshrined in the Education Reform Bill 1988.

The process of development has been a singularly uncomfortable one for H.Ec. school, as is discussed in Chapter 3.

As a subject it was not named in the original list of those for which subject-criteria were to be developed for G.C.S.E., its eventual inclusion being a testament to the political pressure brought to bear by H.Ec. educators and professionals, both via their various associations and as individuals, in contacting Members of Parliament and providing critical comment on proposals emanating from the Department of Education and Science or the Secondary Examination Council.

The educational value of H.Ec. school went unrecognized. Similarly the original documentation for the National Curriculum excluded home economics from mention. Once more the combined political efforts of H.Ec. educators and professionals was required to ensure its inclusion within the Design and Technology proposals, June 1989.

H.Ec. school has yet to justify a secure case for inclusion within the school curriculum. The arguments for it must be constantly re-stated to meet each fresh challenge.

#### 2.4. Summary.

Those whose decisions influence recent developments in education such as the National Curriculum do not see H.Ec. school as integral to the education of children. An uncomfortable fact with which H.Ec. educators need to come to terms, most of all to decide the extent to which their intended exclusion was due to their own failings, in ensuring H.Ec. school syllabuses reflected post-war educational developments, and how far it was due to the 'invisibility' of a subject area still taught by women to girls within the thinking at national level of politicians and educators who, frequently being male, have little if any direct experience themselves of the subject in their own schooling.

Both these points are discussed in Chapter Three which looks in detail at H.Ec. school subject content from its origins in the late nineteenth century.

If the subject has not been seen as having educational value it is also

true that its contribution to the 'future prosperity of our business and industry'<sup>71</sup> was not evident in its exclusion from the original National Curriculum. The singular failure of the growth of the H.Ec. profession in the 1970's and 80's to impinge upon the consciousness of those in power is yet another uncomfortable fact with which H.Ec. professionals and educators alike must come to terms. This point will be discussed in Chapter 4 which looks at H.Ec. professional development.

Whatever the uncertainties that Home Economics must face in the future, one thing has been achieved, its inclusion in the National Curriculum due to the ability of the Home Economics community to organize in politically effective ways. Responses for example from H.Ec. educators and professionals to the Parkes'<sup>72</sup> committee on Design and Technology were channelled by request through the United Kingdom Federation for Home Economics as the national representative body. What was an initial means of mobilizing the Home Economics community effectively and quickly became the channel of direct communication both to the Design and Technology working party and to Members of Parliament, an important step in establishing a "community of professionals" further discussed in Chapter 4.

Whatever the significance home economists attach to their subject, it faces an insecure future in schools with all the implications that has for the wider home economics community, see Chapter 4.

The effectiveness with which the home economics community translates its recent political success into action which confronts the political and institutional problems facing H.Ec. school will probably be the key factor in deciding the subject's fate.

The home economics community must therefore face the following issues:

gender stereotyping both of the subject and its practitioners

and within the subject;

the contribution, as a utilitarian subject, that H.Ec. school

can make to economic well being in the community,

particularly employment opportunities;

the nature of subject specialist support and development  
within a cross-curricula model of educational input;  
the appropriateness of subject content for modern society  
in the light of the above issues.

Chapter 2.

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3.1. Introduction.

The gender stereotyped, utilitarian origins of H.Ec. school have, as was discussed in Chapter 2, ensured continual and particular types of pressures on both the subject and its practitioners, pressures to ensure the subject's continued inclusion within the school curriculum.

Survival of the subject, as the focus of attention of its practitioners, can obscure for them the real educational issue. Namely that what is institutionalized within the education system is an approach to learning which over values the academic at the expense of utilitarian and personal knowledge. The requirements of the National Curriculum will have placed many utilitarian subject practitioners in the same camp, a large camp within any individual school, for the first time and provided them with the ammunition, the attainment targets,<sup>1</sup> which must be met by the school via their subjects.

The attainment targets are stated in terms not of academic theoretical knowledge but 'the matters, skills and processes'<sup>2</sup> which constitute this 'non-traditional area of the curriculum'<sup>3</sup>.

H.Ec. educators should recognise the Design and Technology report for what it, unintentionally, can be, a release from the laager of isolated subject defence.

The report by its challenge to 'not reinforce gender stereotypes and to extend conventional horizons'<sup>4</sup> will, by requiring 'collaboration across subjects'<sup>5</sup>, oblige teachers of utilitarian subjects themselves to move away from the gender stereotyping so common in the staffing of utilitarian subjects.

The issue for H.Ec. educators will be to identify what of H.Ec. school content can be retained to contribute usefully to Design and Technology developments and what should be eliminated as redundant knowledge.

In section 3.2 the origin of subject content up to and including the introduction of G.C.S.E. examinations is discussed. In particular the issues which have led to changes in subject content are considered.

The relationship of these issues to underlying developments for the subject are considered in section 3.3.

Lastly, in section 3.4 the lessons that can be learned from the development of subject content are considered in terms of the needs identified in the Design and Technology Report.

### 3.2. The origins of subject content.

H.Ec. school originated with the teaching of 'low-status utilitarian' knowledge to pauper girls in 1838.<sup>6</sup>

Throughout the nineteenth century and into the early twentieth century the expertise required for the development of the 'caring professions' in health, education, housing and social welfare was slowly developing. The development of the caring professions arose as a direct response to the sheer scale of social problems which became apparent during the nineteenth century. A century of rapid social and technological change consequent upon what is loosely termed the 'industrial revolution'.

In the mid 19th century the experts were not necessarily professionals but those with a social conscience aroused by the cost to individuals vulnerable to the worst consequences of the rapid social and economic changes of the period. Initially, as the reasons for the causes of diseases, malnutrition and poor housing were understood, the cost to society, in terms of the physical well-being of individuals, became the basis for social reform.

These "social reformers" were, for the most part, amongst the newly growing middle class whose relative wealth and hence leisure sprang from trade, they were in no sense social reformers who wished to radically alter the social order of the day, merely alleviate some of its more unpleasant consequences, i.e. physical deprivation.

Many of these social reformers were also deeply committed Christians who were concerned with the moral consequences apparent amongst those made vulnerable by social and economic pressures.

In the pursuit of improving the physical well-being and moral standing of the most vulnerable individuals in society, namely the mass of the poorer classes, they chose to work in the then rudimentary government and later local services. The stimulus for these developing services grew from the work of enlightened individuals<sup>7</sup> like Chadwick and Kay-Shuttleworth who initially were concerned in the administration of the 1842 Poor Law, and thus were fully aware of the worst consequences of social change.

It was at Kay-Shuttleworth's instigation that one of the first programmes of domestic training for girls was established at Norwood in 1838. Here pauper children - some 1100 from inner London areas, were in care in grossly inadequate circumstances with no provisions for their education.

Kay-Shuttleworth described his programme as follows :

Domestic training of girls was equally varied and stimulating,

[to that of boys] it included: [my annotation]

- (i) the cleaning of the Teachers' apartments.
- (ii) waiting on them at meals
- (iii) plain cooking
- (iv) instruction in the washhouse and laundry
- (v) domestic hygiene
- (vi) the care of infants
- (vii) and the rudiments of sick nursing.<sup>8</sup>

What Kay-Shuttleworth did not anticipate was the tremendous interest his Norwood work would arouse both nationally and internationally. Before he could begin any process of evaluation, a process he felt was essential for work begun under such unfavourable circumstances, Norwood had become a model for development both in other areas of the country and abroad.

Some 30 years later the Theory of Domestic Economy as laid down in the 1870 Education Act offered a slight extension but substantially no alteration

to the Norwood pattern of content. It was if anything worse than the Norwood pattern in offering training that ought to be essentially practical only as theory.

Syllabus in theory only :

- (a) the kinds of foods suited to the requirements of the human body,
- (b) the comparative and nutritive value of different kinds of food,
- (c) the choice and preparation of foods,
- (d) warming and cleaning the dwelling,
- (e) ventilation,
- (f) general rules of health and management of sick room.<sup>9</sup>

What was challenged at the time, as Bayliss<sup>10</sup> showed, was not the teaching of the subject within the inevitable social context of the Norwood experiment but that the teaching should be theoretical, i.e. academic.

Becker's challenge to the social assumptions inherent behind the introduction of Domestic Economy remained unanswered.

- evil of letting men grow up in ignorance of many matters that intimately concern their daily lives.

The present arrangement fosters the further evil of allowing men to despise this knowledge as only fit for girls, and to look down upon girls as persons bound to domestic servitude.<sup>11</sup>

For H.Ec. school the pattern of future development was set by the acceptance that it should be taught to counteract :

The deplorable ignorance of the girls of the poorer classes upon the subject of cookery, the waste and want of knowledge of practical household economy which often brought about unnecessary poverty, attracted the

attention of the Education Department who therefore included cookery as girls' subject in code. - - - with direct intention of doing something towards promoting home comfort, higher morality and an improved bill of health among the masses represented by the children attending the elementary schools throughout the country.<sup>12</sup>

Equally problematic was the continued lack of evaluation for which Kay-Shuttleworth had been so concerned.

Kay-Shuttleworth's process of evaluation of the Norwood experiment had never seriously occurred and his far sighted idea that with increasing educational opportunity what should be taught, and how, might call for serious reconsideration was reflected in 19th century and early 20th century H.Ec. school developments in very limited ways.

The sheer scale of the socio-economic problems which H.Ec. school was supposed to remedy at this time, via the approach cited by Pillow above, placed responsibility for their solution not just on individuals but specifically on lower social class females. No consideration was apparent as to the power in social class or gender terms of this group in society or the in-built political, social and economic disadvantages under which both they and their families existed.

Thus H.Ec. school was restricted not only to the teaching of an ascribed social role but also to a restricted interpretation of what that teaching should include.

Effectively H.Ec. school developed without access to the knowledge, skills and techniques which by the 1890's the inheritors of Kay-Shuttleworth's and Chadwick's work were beginning to use to understand the relationships between physical and social well-being and social class, social organizations, economics etc.

The separation of H.Ec. school from the developments within the social and behavioural sciences was further confirmed in the early twentieth century.



Gordon and Lawton quote from the 1904 report by the Interdepartmental Committee on Physical Deterioration which recommended as a corrective to the proportion of young men fit for military duty that

- cookery, domestic economy and hygiene should as far as possible be made compulsory for the older girls at school.<sup>13</sup>

The result was that

Approved courses were rapidly implemented even to the extent of reducing the science and mathematics content of the curriculum for girls over 15.<sup>14</sup>

The separation of H.Ec. school from developments in the social sciences may have begun with the politicians' framing of regulations like those of 1870 or 1904 but were never effectively challenged by the subject community of H.Ec. educators.

One example of the separation will suffice. In 1901 Rowntree published "Poverty: A Study of Town Life"<sup>15</sup> which included his classic model of the inevitability with which large numbers of the "poorer classes" would sink below his precisely calculated poverty line, irrespective of their women folks' knowledge of "practical household economy". Rowntree's work was used in the fight to effect social reforms which have consequently directly affected patterns of household economy. The model is still the basis of modern researchers' work on household economy.

Practically the Child Poverty Action Group, The Low Pay Unit and Age Concern, to name just 3 pressure groups, use this model in arriving at information to support their arguments. Similarly Schmucker's<sup>16</sup> more theoretical work was fundamental to the development of social policy within the German Federal Republic.

If practical domestic economy was central to the teaching of H.Ec. school from 1904 on then the work of individuals like Rowntree might well have informed it.

What is evident from early archival material is the real lack of any

such connection. Early text book collections studied by the present writer at Queen Margaret's College, Edinburgh, Queen's College, Glasgow, Surrey University and the Institute of Education, London University are firmly centred on practical craft knowledge and skills supplemented by the scientific knowledge that underlies understanding of the materials and processes involved.

Yoxall describes the origins of H.Ec. educators training in the "Schools of Popular Cookery" arising from the demonstration/lecture classes in cookery and science at the Kensington Exhibition of 1873.<sup>17</sup> Yoxall, in 1914, also gave the arguments used by Buckton and Cole<sup>18</sup> at that time. In these, as in those of Pillow quoted previously, the promotion of "home comfort, higher morality and an improved bill of health among the masses" makes no reference to the effect of absolute poverty on the possibility of improvement. Nor does Yoxall offer any critical comment on the earlier writers' assumptions.

Variations in H.Ec. school subject titles : domestic economy, domestic science, housecraft et.al., made little difference to the actual pattern of subject content and development over a period of about sixty years up to the early 1930's, it remained overwhelmingly craft skills based.

The Code of 1882 made grants available for the teaching of Cookery to girls and thus teachers of the subject from the training schools were much in demand.

The early teachers came from those who first obtained Certificates showing they were capable of cooking for different income groups and thus were qualified to move on to a teachers' course.<sup>19</sup>

Miss J. Bottomley kindly loaned the present writer her family collection of H.Ec. school teaching materials. Her mother, Kathleen Sheldon's, notes from the Municipal School of Domestic Economy, Manchester for 1914-16 show just what effect the 1882 Code had on teaching. Sheldon qualified in Artisan Cookery in 1914 and High Class Cookery in 1916 before training as

a teacher.

Lecture 15 'Expenditure of Wages' associated with her Artisan Cookery recipe book states that "roughly calculating, half the income of a working man should be spent on food."

No reference in the notes raises the issues of just what half of twentyone shillings and eightpence, the stated income, would purchase or whether this would be proportionate to the needs of the household, all points raised by Rowntree.

A book 'Recipes for War-time Cookery' written probably later in the First World War and therefore about the time Sheldon was being trained suggests that

by following the recipes given, and allowing for other necessities exclusive of meat, and taking present prices into consideration, one can live easily and entirely at the rate of seven shillings per head per week.<sup>20</sup>

The book was written as :

a guide rather to enable intelligent members of the middle classes to live, - - at least as healthily and daintily as ever before at considerably less cost.<sup>21</sup>

Such an estimate of cost would seem to bear little relationship to the proposed expenditure of ten shillings and ten pence by an Artisan family for its food. The author quoted above at least was aware enough to claim that :

This booklet does not profess to show how the poorest people - generally a class the least susceptible to instruction - may live on a few coppers a day;<sup>22</sup>

The prescription of craft skills by social class imposed by the 1882 Code effectively removed H.Ec. school from its origins in the work of many early individuals like Buckton<sup>23</sup> of concern for the poor. It was replaced by the use of the subject for preparation for domestic service and, should the family income allow, for the girl's own family responsibilities were

she to marry.

The emphasis on craft skills per se ensured that the training of future H.Ec. educators became dominated by those with such skills and, in the early days, those like Buckton at Leeds with private incomes and influential and wealthy contacts which enabled them to establish training schools. Once established the tradition of pursuing craft excellence was hard to challenge.

Mrs. Varley (personal communication) worked at the West Midland College, Radbrook in 1926 and remembered the excellence of the vice-principal, Miss Hutton's craft skills and the pressure for craft excellence upon staff and students alike.

By 1905 the Training Schools were in receipt of government grants, not without some conflict between the founders of the schools and the government inspectorate, as Stone illustrates for Mrs. Clarke at The National.<sup>24</sup>

Thorne refers to these "formidable ladies" whose determination to establish their training schools led to an eventual pattern of isolation from other subjects and

The subsequent "in-breeding" due to the circular effect of tertiary education for teachers only.<sup>25</sup>

The "formidable ladies" were largely cultured middle-class women but with the "in-breeding", Thorne points out, the potential influence of general culture on the subject was much reduced, further isolating the subject within a utilitarian tradition.<sup>26</sup> An isolation compounded by the physical isolation of most H.Ec. educators from the school community in "centres" which frequently served several local schools.

It is worth noting that this history is still in reality very close, as the present writer's first Home Economics teaching practice in the early 1960's was in such a "centre". Also the last of the second generation of "formidable ladies" had yet to retire with all the implications that held for the establishment where they still held power!

The development of a high standard of craft skills depended of course on a switch from theoretical knowledge of the subject to practical skill

development requiring facilities, equipment and materials.

Although such facilities and equipment are now accepted as a necessary part of school premises, the provision of materials was and still is causing considerable problems in teaching H.Ec. Such provision does not follow the pattern applied to other utilitarian subjects.

Because the materials can be seen as useable by pupils' families there has always been a tendency to think that the families ought either to provide or pay for these. Two evaluative assumptions that underlay much of the early teaching were :

- (i) that the poor could be trained, through their daughters, to manage their incomes more effectively;
- (ii) that the use of materials like food, fabric etc. solely for teaching and not also for sustenance was sinful because it was wasteful.

Gordon and Lawton quote the work of Revd. J.P.Fawnthorpe 1881 to illustrate this second point.<sup>27</sup>

The assumption underlying the first point, that the poor have sufficient means, if properly managed, to meet their needs has never adequately been challenged by H.Ec. educators from work such as Rowntree's. In effect the poor have, with rare exceptions in enlightened authorities, financed their daughter's education to a far greater extent than that of their sons.

For H.Ec. educators this has meant that subject identity has always been inextricably entwined with ensuring that what goes home as products is not a waste of meagre family resources; and that what materials are used in teaching are not 'sinfully wasted'. It has also meant that many teachers, who are individually aware of pupils' financial hardships, have financed work from their own pockets. The ATDS (now NATHE) have at various times surveyed nationally the provision of materials for H.Ec. school challenging the inequity of the lack of provision for H.Ec. school as

opposed to Art, Science, CDT etc. on pedagogic grounds. The social assumptions behind the pattern remained invisible as late as 1974 to those preparing the report.

Whilst 55% of the respondents had a separate food allowance and 68% did not have to achieve a stated return, in some Authorities the correlation between food returns and next year's food allowance obliges the teacher to press for a maximum return. In order to obtain this it is necessary for the teacher to sell, or purchase herself, unsold food, irrespective of its use to her. This method encourages teachers to plan work which has an easy saleable value rather than work based on education need.<sup>28</sup>

This pattern of teachers personally subsidizing pupils' work has a wider history. Matheson in 1906 mentions its occurrence in German schools of the period where teachers not infrequently purchased small items of needlework materials for use by pupils.<sup>29</sup>

As late as 1980 the Cheshire report makes no mention of provision of materials under the section Equipment and Materials<sup>30</sup> whilst at the same time commenting on the problems faced by recently qualified teachers in obtaining money or materials from home.<sup>31</sup>

GCSE, as was mentioned in section 2.3.1.2, laid the emphasis for assessment in schools upon the processes of education. The dilemma for H.Ec. educators of losing the emphasis on the saleable products of craft skills was a real one.

The NATHE survey of 1987-8 showed little overall change in materials funding for GCSE,<sup>32</sup> the old stereotypes hold good.

The advent of GCSE was supposed to challenge the long tradition of subject based 'O' level examination begun in 1916. GCSE examinations however remained subject based and show a range of uneasy matches between traditional knowledge based subject content and the demand for assessment of the processes by which pupils may show "understanding and doing".

In particular H.Ec. school signally failed to meet this challenge, maintaining four separate G.C.S.E. syllabuses :

Home Economics : Child Development  
: Food and Nutrition  
: Fashion and Textiles  
: Home and Family

sharing common themes.<sup>33</sup>

The dilemmas faced by the GCSE Home Economics Working party in arriving at a common subject specific approach illustrates the process of subject fragmentation which is the historic basis of H.Ec. school.

The subject coherence implied by the name Home Economics is rarely apparent in actual practice. Those utilitarian aspects of the subject area which became associated with academic areas of the school curriculum, particularly science, have provided the academic credibility of importance to H.Ec. educators.

Layton shows this early connection to physical sciences,

" - In the case of girls, with the prospect of household tasks as their future preoccupation, scientific knowledge could be usefully applied to the improvement of standards of domestic hygiene and economy. Why a room was better ventilated by opening the top rather than the bottom of a window, - - - - were but a few of the homely questions to which an elementary knowledge of science could provide answers".<sup>34</sup>

Yoxall<sup>35</sup> noted that these early origins of cross-curricula links resulted in "mere parrot knowledge" from text books with little if any real practical understanding of the underlying scientific principles.

By the early twentieth century the Board of Education could comment that, of the general opinion of HM Inspectors, of the Schools they had considered raised the question :

"whether it is not against the best interests of Housecraft teaching to hold examinations in the subject".

but acknowledges that :

"- - - it may be difficult to ensure for Housecraft its adequate place in the curriculum unless it can be regarded as having some examination value."<sup>36</sup>

At about the same time, as Sillotoe<sup>37</sup> showed, H. Ec. educators via the ATDS were calling for an optional science paper with a domestic bearing to be included in the examinations for secondary schools.

In 1911 the Board of Education were able to give examples of school syllabuses where Housecraft and Science were combined and could comment that :

"para 8. The most satisfactory work (both from the point of view of Science and of Housecraft) seems to be found when two mistresses are working in cooperation, each responsible for one branch, but each having a working knowledge of the other."<sup>38</sup>

What in fact occurred was the attempt to equip the Housecraft teacher with the skills to teach both branches :

"para 56. [requires] a good general education before students enter the Training School; also that the science required for Housecraft shall be real Science - - - But there is another side which is in danger of being overlooked in the desire to obtain a Housecraft mistress with academic qualifications. It is excellent that the teaching of Housecraft should be based on scientific principles, but it is essential that Cookery should be taught by someone who can cook."<sup>39</sup>

Thus the early cooperative nature of relating H. Ec. school and physical science teaching failed.



Layton showed that by 1923 the Board of Education was questioning the way in which cooperation was actually occurring :

"A few witnesses advocated the correlation of the "physical sciences" with "Domestic Science", but there is some evidence to show that the practice of teaching physics and chemistry with a strong domestic bias has proved a failure, and many schools that experimented with the plan have now abandoned it. One witness who had formerly approved of the practice now considered that "this method tended to deprive the science of its intellectual value by destroying its sequence."<sup>40</sup>

The 'domestic bias' of physics and chemistry inputs to H.Ec. school remained within the province of the training and subsequent teaching of H.Ec. educators and became the basis for seeking academic credibility in the examination system.

The opportunity to achieve a coherent subject approach to the utilitarian and personal knowledge inherent within the subject area never arose in a sufficiently concerted form from within the profession.

The attempt to provide coherence of writers such as Nisbet<sup>41</sup> or Whitfield<sup>42</sup> and the subsequent development of curricula packages such as the North West Curriculum Development project,<sup>43</sup> the Schools' Council<sup>44</sup> and Nuffield<sup>45</sup> projects were only partially successful.

Both the Schools Council and the Nuffield work corrected failings in H.Ec. school curriculum developments identified by Thorne : evaluation and feed-back to training institutions.<sup>46</sup> Both curricula developments involved substantial evaluation and in-service work in their development and dissemination.

The regressive attitudes and philosophy of new entrants to the teaching profession<sup>47</sup> which Thorne identified may be symptomatic of that long shared tradition of craftsmanship which is the common denominator of H.Ec. educators' training well into late 1950's and even beyond.

Bottomley's use of her mother, Sheldon's, 1914-16 craft note-books well into her teaching years in the 1950's is an example of this.

Such regression is still likely to be exacerbated by the gender bias and age structure of H.Ec. educators. Thorne showed that large numbers of 25-35 year old women are absent from the profession for purposes of child bearing and rearing.<sup>48</sup> These are the years when male teachers are likely to contribute most to the development of their subject curriculum.

A more specifically subject content problem faced by these curricula packages was the additive nature of content from other subject areas. The N.W. and Schools Council project added knowledge from the areas of personal and social knowledge. The Schools Council project in particular providing no finite subject content.

Such approaches when faced by most teachers cause anxiety, they are after all well schooled in producing syllabuses based on specific content and preparing pupils for content based examinations.

The Schools Council project in particular can be seen as the logical consequence of the approach to H.Ec. school advocated by Whitfield.

The Nuffield project is the culmination of the long tradition of ensuring 'academic' respectability via the sciences. It was also the final Nuffield-Chelsea Curriculum Trust project to be developed and by the time of its production, 1982, the whole approach to teaching was under review as Layton amongst many others showed.

The failure of these projects to become the basis for H.Ec. school work other than amongst a few committed individuals and groups was the failure of educational approaches which did not challenge the utilitarian basis of the subject or the gender and social class bias inherent in the transmission of the subject.

The pattern originally established in relation to physical sciences has remained substantially true for all other 'forms of knowledge and realms of meaning' which educators generally have tried to incorporate in H.Ec. school.

In the words of one H.Ec. educator interviewed by the present writer

p.43: 600:

sub.2. I mean this is its [H.Ec. school] weakness so you can say it can be everything to all men or you can say right well lets look at it. And this is why we go through all these phrases of saying 'Ah well now it's a sort of scientific thing' -

I. Yes

sub.2. - - at the moment its Consumerism, it's Management and very shortly it will be Social Psychology because it's the people thing that is important. So we keep switching our attention and the poor grass-roots teacher never knows where they are because they are trying to keep up, and this isn't a matter of keeping up it's just a matter of getting onto the appropriate band wagon that is apparently going to get the message through.

The failure of sound cross-curricula developments, the need to give too early support to academically acceptable examinations and the pattern of strongly craft based teacher training, isolated from other subjects and without the input of a subject discipline and profession, has effectively immobilized H.Ec. school development.

The lack of evaluation and feed-back referred to by Thorne and the tendency to jump onto 'the appropriate band wagon' quoted above are powerful indictments of a subject unable to extricate itself from its historic origins.

The 1970's were a period of considerable educational change as well as, for H.Ec. educators, a time of apparent radical challenge to subject content.

Many 'grass roots' teachers, regardless of subject specialism found themselves ill-equipped through training, experience and in-service provisions for the demands placed upon them by the changes within the educational system.

For H.Ec. educators in particular it was during this period that the greatest educational claims for their subject were made. Claims such as those suggested by Whitfield which implicitly retained the traditional home based economically dysfunctional approach to the subject. An approach not challenged by the home economics subject community whose interests lay in extending such teaching to boys as well as girls.

In 1963 Pierre Laroque speaking on behalf of the French Government at the opening of the Xth International Conference of H.Ec. in Paris spoke of :

This very transformation of the economic aspect of family life creates inadaptation or insufficient adaptation in relationship between the members of the family group and also between the latter and members of other family groups.<sup>49</sup>

The Conference theme was "Home Economics education to meet changing World Conditions and Needs" for which a pre-conference questionnaire was sent to each participating national H.Ec. group.

Replying to this for the UK the UK Federation for Education in Home Management commented then, some years before the Equal Opportunities Act, on the need for more Education for Living, especially for boys.

No concerted national action from the conference findings was made so that H.Ec. educators were ill-prepared to make effective use of the opportunities which arose with the passing of the Equal Opportunities Act in 1975.

The passing of the Sex Discrimination Act and Equal Opportunities Act established a climate in which the principle of subject accessibility for all pupils could be expected.

The lack of challenge to the social ascription of women inherent within H.Ec. school remained evident to Love et.al.<sup>50</sup>

the crucial value of 'home-making' to the family depends on the physical care of females.<sup>51</sup>

and that

the above (is) especially but not entirely (true)  
for working-class girls.<sup>52</sup>

The need to challenge gender-stereotyping is still evident. The Equal Opportunities Commission (EOC) report on Home Economics raises the problem of 'unconscious feminine bias'<sup>53</sup> within the subject language, materials and content. A point made by Catton in reverse in discussing the 'masculine bias'<sup>54</sup> of CDT. Similarly the EOC/ILEA conference of 1982<sup>55</sup> looked at the problems for boys of moving into those areas of the curriculum regarded as feminine, of which H.Ec. school was one.

Grice, O'Leary and Pratt in 1987 found little evidence of a coherent approach to challenging traditional stereotypes apparent within the actual practice of H.Ec. school.<sup>56</sup> Least of all in terms of the suggestions for challenging stereotyping by Catton or the EOC/ILEA conference report.

If the home based approach to the subject is still largely the province of females it is at the expense of the subject's contribution to the world of work.

David noted that in the green paper "Education in Schools: A Consultative Document" DES 1977 there was:

"an emphasis for boys on knowledge of the family but not equally for girls on knowledge of the world of work i.e.

"both sexes should learn to cope with domestic tasks and parenthood."<sup>57</sup>

The social role ascribed to H.Ec. school by educators has effectively obscured the developments within the subject discipline and profession which have opened up a range of career opportunities, see Eden.<sup>58</sup>

Grice et.al's recent survey for NATHE shows the restricted understanding of home economics career opportunities at all levels within schools.

The limited understanding of the implications of such opportunities for option choices and subject content amongst H.Ec. educators is particularly disturbing indicating as it does the continued isolation of

H.Ec. school teachers from developments in the subject area.

If H.Ec. school is still a prisoner of its history there have been developments within education generally and the H.Ec. discipline and profession which provide opportunities for H.Ec. school to develop to meet the demands of Design and Technology within the National Curriculum. It is these developments which are discussed next.

### 3.3. The effects of developments in Educational thinking and Vocational training upon the subject.

The 1970's and '80's have been a period of major economic change, the end of reliance by Great Britain upon the industries stemming from those initiated in the Industrial Revolutions of the 18th and 19th centuries.

The economic and social consequences of the failure of older industries and the late realization of the changed educational needs of a post-industrial society led to a series of political initiatives which challenged the long hold of the academic tradition within education. The stability of the present Conservative government's majority in parliament has enabled it to push through educational reforms at great speed.

Reforms which originated in part from the debate within Education itself and in part from the realization that the Vocational education offered in other European Economic Community countries was contributing to their obviously better economic performance and consequent higher standard of living.

For the utilitarian subjects the developments within Education generally and Vocational training in particular have potentially far reaching consequences.

#### 3.3.1. The effects of Educational thinking.

The 'Green Paper'<sup>59</sup> and the 'Red Book'<sup>60</sup> both published in 1977 and a succession of other Inspectorate (H.M.I.) reports up to 'The Curriculum from 5 to 16'<sup>61</sup> in 1985 spelt out the need to develop a coherent rationale for

the curriculum which could be implemented in practice, monitored for adequacy and appropriateness and assessed by appropriate means.

The H.M.I. identified eight areas of experience<sup>62</sup> as the basis for the curriculum rather than any of the specific forms of knowledge referred to previously in section 3.2.

In 1975 the Department of Education and Science (DES) set up the Assessment of Performance Unit (APU) to establish 'standards of performance generally - across the full ability range - or about national trends in levels of performance'.<sup>63</sup>

In particular the APU's work, beginning in 1981, on Design and Technology<sup>64</sup> became the basis for consideration of assessment of utilitarian subjects, culminating in the publication of 'A Framework for Assessment'.<sup>65</sup> It is within this framework that the first national assessment of 15 year olds' design and technological competence occurred in 1988.<sup>66</sup>

'A Framework for Assessment' recognizes the difficulty faced in this area not simply of clarifying assessment but also of drawing on a 'well established tradition of understanding and curriculum practice'.<sup>67</sup>

Because of the cross-curricula nature of design and technological activity, and its relatively recent appearance in schools' curricula there is less clarity and consensus about traditions and practices.<sup>68</sup>

The Design and Technology Proposals<sup>69</sup> built on the APU work now provide the utilitarian subjects with the consensus of good practice from which to develop, see section 3.4 below.

How then has H.Ec. school developed through this period?

'The Red Book' was initially published without reference to Home Economics in the subjects mentioned. After pressure from the Home Economics community, ATDS in particular,<sup>70</sup> a separate working paper<sup>71</sup> was published a year later. By the time of the 1985 Discussion Series the subject was included without question.<sup>72</sup>

This document was striking evidence of the lack of clarification amongst H.Ec. educators of those issues central to the educational debate.

The lack of clarity and conciseness with which the objectives were stated were in marked contrast to developments in other subject areas. The objectives formed a poor basis from which to ensure that 'assessment is inseparable from the teaching process',<sup>73</sup> a fundamental attribute of all curriculum developments by 1985.

The good practice evident at the time, summarized in Green, Jenkins and Daniels<sup>74</sup> and evident in the GCSE A guide for Teachers: Home Economics<sup>75</sup> was too fragmented nationally to be apparent.

The organizers of the 1986, '87 and '88 one day Design Education Forum Seminars<sup>76</sup> had great difficulty in providing exemplars of good H.Ec. school practice to set alongside those provided by the other subjects, CDT, Design and Technology, Art and Design etc.

Similarly in 1987 the working party drawing up the Draft Grade Criteria for GCSE Home Economics<sup>77</sup> had difficulty in gaining access to a range of appropriate exemplar material. (The writer's personal comment as a member of that working party.)

Again in 1986-7 Grice et. al.<sup>78</sup> found little evidence from the 52 schools visited of H.Ec. schools syllabus content which was other than single subject orientated and set within a traditional subject development framework, admirably exemplified in the Home Economics from 5 to 16 statement that the subject should be taught to prepare boys and girls:

for some important aspects of everyday living and the adult responsibilities of family life.<sup>79</sup>

The only reference to the subject's contribution to employment was :

The expansion of service industries gives home economics an additional relevance, in that many of the issues with which the subject deals provide a useful background for pupils who may proceed



eventually to careers involving the care of children, the elderly or the handicapped; or catering in its various forms.<sup>80</sup>

By whatever means H.Ec. educators failed as a subject community to make developments of good practice clear to those making the crucial political decisions in regard to education at this time.

It should have been no surprise, in the light of documented evidence, that H.Ec. school was once more excluded, this time from initial inclusion in the National Curriculum. The reasons for its eventual inclusion were discussed in section 2.4.

It is evident that exemplars of good practice did inform the Design and Technology working group's thinking subsequent to the publication of the Interim Report.<sup>81</sup>

The problems remain for H.Ec. school of :

- i) selling their best practice in ways appropriate to gain the attention of Educational decision makers;
- and ii) ensuring the dissemination of good practice amongst H.Ec. educators generally.

The Design and Technology proposals, discussed in section 3.4, provide a framework within which to develop and disseminate good practice.

### 3.3.2. The effects of Vocational training.

It is in the development of Vocational training that political initiatives first showed to greatest effect. The growth of Certificate of Pre-Vocational Education (CPVE), and the Technical and Vocational Education Initiative (TVEI) were encouraged by funding via the Manpower Services Commission (MSC) rather than DES and by assessment via City and Guilds and Business and Technicians Education Council (BTEC).<sup>82</sup> All of which effectively by-passed the traditional academic model of education.

The demand that education provide training for new employment

opportunities was central to these political initiatives and was based on consideration of developments in the rest of the EEC. The British Council, Further Education Staff College and most especially the Centre for Policy Studies were all involved in comparing vocational training in the EEC with that of the U.K.

The lesson of Europe is one of centralized control of the curriculum, greater technical and vocational awareness, parental involvement, more highly qualified staff and the need for genuine debate.<sup>83</sup>

was how Rhodes Boysón summarised it in an introduction to a Centre for Policy Studies publication of 1977.

Green et. al. refer to how greater vocational and technical awareness was fostered by the considerable development of school-industry links, particularly work experience placements for pupils,<sup>84</sup> and resourcing for information technology,<sup>85</sup> as well as the actual CPVE, TVEI courses themselves.

By 1986 a working group was able to recommend a structure of vocational qualifications in England and Wales and a national pattern of vocational qualifications.<sup>86</sup> These relate to pre-vocational courses and to progression to higher level professional qualifications as is shown in career material.<sup>87</sup>

For H.Ec. school the impetus of these developments has provided a sharp focus on to employment opportunities from home economics. Green et. al.<sup>88</sup> summarize these developments, the emphasis of which would appear to be food : production, industry, catering; caring : child, family and community; or textiles and fashion. A far greater range than suggested in 'Home Economics 5-16' and quoted above.

Most courses are developed within a cross-curricula framework and draw on a wide range of educational expertise. It is here rather than in the developments for GCSE, trapped within a single subject, academic framework, that considerable re-thinking of home economics has occurred.

Again the speed of change has militated against H.Ec. educators

disseminating these developments sufficiently widely. Grice et. al.<sup>89</sup> did not find any real understanding of the NCVQ system amongst H.Ec. school teachers and how these developments might inform good practice.

If the dissemination of information on vocational developments is supported further then national initiatives for Vocational training can only be seen as a considerable bonus to future developments in H.Ec. school.

#### 3.4. The Design and Technology Proposals : a place for Home Economics defined.

The Design and Technology Proposals have major implications for the potential development and recognition of all utilitarian subjects within school. These implications are first high-lighted and then considered in relation to H.Ec. school.

The recognition of Design and Technology as a 'non-traditional area of the curriculum'<sup>90</sup> which must be taught to all pupils provides utilitarian subjects with a recognized role within the curriculum.

The philosophical arguments which lie at the root of much of the justification for utilitarian subjects, see section 2.3.2. in relation to H.Ec. school, throughout the post-war years, were summarised in the Interim Report as

'knowing that' and 'knowing how'

'propositional knowledge' and 'action knowledge'

'homo sapiens' and 'homo faber'

(man the understander) (man the maker).<sup>91</sup>

Ryle's 1949 challenge that 'intellectual practice is not a step-child of theory' and that 'they [theorists] have for the most part ignored the question of what it is for someone to know how to perform tasks'<sup>92</sup> has finally been answered within a coherent curricula framework.

Each Key Stage requires the 'making of an artifact, system or environment - or some integration of these'<sup>93</sup> within a 'broad balanced

range of contexts'.<sup>94</sup> 'Knowing how' is securely embedded within the requirements for the curriculum.

The attainment targets stipulate not only 'knowledge' but also 'skills and understanding'.<sup>95</sup>

The specification of attainment targets to be met by all pupils has implications for 'the organization and delivery of subjects and range of experience of all pupils, girls as well as boys'.<sup>96</sup> The role of utilitarian subjects can no longer be linked to social class and gender divisions within educational provision. There is a positive challenge not to reinforce gender stereotypes.

Similarly the importance of culture and the need to challenge cultural stereotypes and technical language difficulties<sup>98</sup> within the teaching and assessment programmes is recognized.

For H.Ec. school the Design and Technology Proposals provide an opportunity to shift the perspective of H.Ec. educators from the socio-political issues which loom so large in subject debate.

Arguments involving problems of social class and gender stereotyping of pupils studying the subject should no longer be central to justification of the subject.

Similarly the significance of home as a context relevant to the education of pupils is recognized and no longer needs to be argued for.

This should enable H.Ec. educators to concentrate attention on the 'particular range of materials' and the 'particular contexts'<sup>99</sup> which are their special contribution to Design and Technology and which can be extended 'through further practical activity'<sup>100</sup> to establish subject specialist G.C.S.E's.

As for many of the utilitarian subjects this will involve H.Ec. educators in the challenge of :

- i) ensuring 'flexibility for pupils to specialize without the plethora of course content and titles presently available';<sup>101</sup>
- ii) ensuring a 'basis for further study, i.e. 'A', A/S, B.Tec. examinations';<sup>102</sup>
- iii) maintaining not 'craft perfection' but 'aspects of craftsmanship: quality, accuracy and sympathy with materials'<sup>103</sup> in their teaching;
- iv) fostering understanding of and insight into the potential 'range of appropriate, alternative solutions to perceived problems'.<sup>104</sup>

The challenges for H.Ec. school are considerable and require that good practice within the subject be disseminated rapidly and effectively.

The ability of the subject community to develop its thinking in relation to Design and Technology and develop and disseminate good practice widely will be the key factors in ensuring the survival of the subject within schools.

The challenge of the Design and Technology Report is to 'prepare pupils for the needs of the twenty-first century',<sup>105</sup> to 'ensure the future prosperity of our business and industry';<sup>106</sup> very little of the past of H.Ec. school does that.

The contribution that the H.Ec. discipline and H.Ec. profession can play in securing the future of H.Ec. school is considered in the next chapter.

Chapter 3.

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CHAPTER 4. HOME ECONOMICS DISCIPLINARY AND PROFESSIONAL DEVELOPMENTS.

4.1. Introduction.

Disciplinary and professional developments for any subject are never simple, being frequently as much concerned with the power and prestige that can be gained by a group through association, as with the development of the subject itself.

The very recent, 1954, development of a H.Ec. professional association was followed by the rapid development of the H.Ec. discipline in the 1970's. Both have developed, somewhat separately, the hallmarks of a discipline and profession associated with power and prestige.

The concern of H.Ec. educators in developing H.Ec. school syllabuses is not with these hallmarks but with those aspects of subject development which may be relevant in school.

This chapter therefore uses a model of disciplinary - professional development, discussed in 4.2.1, to clarify the aspects of development to be considered. Sections 4.2.2 and 4.2.3 consider H.Ec. disciplinary and H.Ec. professional development separately. In section 4.3 the developments of U.K. Home Economics is set within the context of international subject developments.

Finally in section 4.4 the key factors of importance for H.Ec. school development are outlined.

4.2. Overview of disciplinary and professional developments.

The formation in 1954 of the AHE was the beginning of a process Saks<sup>1</sup> called 'social closure' intended to ensure that Association members could monopolize a range of employment opportunities increasingly seen as specific to the H.Ec. professional.

Such 'social closure' is associated with prestige and power,

the medical and legal professions being just two examples of powerful professions.

Unlike disciplinary developments for the medical and legal professions the fragmentary nature of H.Ec. disciplinary developments up to the 1970's is well illustrated in the AHE 1982 survey,<sup>2</sup> as is the subsequent pattern of varied career movement.

By 1988 Eden found a clearer structure to H.Ec. disciplinary developments including a clear higher education structure<sup>3</sup> not previously in existence. The pattern of varied career movement<sup>4</sup> was however still in existence.

People qualifying since 1980 spend an average of 2.2 years in any one post before moving on. Less than 50% stay in the same field of work throughout their career, some changing direction as many as six times.<sup>5</sup>

The rapidity and recency of such developments within the subject can obscure the wider social context within which they should be considered.

The concept of what is a profession has moved in post-war years from an historic trait account which, Saks suggests, can :

formulate lists of attributes not necessarily theoretically related but which represent core features of professional occupations.

to a functionalist account which :

lists features relevant to social systems as a whole e.g. professional-client relationships.<sup>6</sup>

Neither approach is necessarily associated with analysis and description of professional features which relate to the subject development.

Increasingly, as can be seen by the present (1989)<sup>7</sup> parliamentary review of the structure of the legal profession, the power associated with long standing professional groups is being called into question under

the changed social conditions of modern society.

It is therefore important to separate the above aspects of disciplinary and professional development from those associated with subject content development which may be specified as knowledge, skills and competencies.

The model of disciplinary - professional development discussed next is put forward as a means of clarifying those aspects of professional - disciplinary features which are of interest to H.Ec. educators.

#### 4.2.1. A model of disciplinary - professional development.

Toulmin provides a useful perspective from which to consider the development of a discipline and profession. He suggests that :

A collective human enterprise takes the form of a rationally developing "discipline", in those cases where men's shared commitment to a sufficiently agreed set of ideals leads to the development of an isolatable and self-defining repertory of procedures; and where these procedures are open to further modification, so as to deal with problems arising from the incomplete fulfilment of those disciplinary ideals.<sup>8</sup>

He further holds that there are no intrinsically rational grounds from which to judge if a 'collective human enterprise' is taking the form of a 'rationally developing discipline'. Rationality, he states, will differ for different areas of knowledge but must have an adaptive balance to meet new or unforeseen problems. That is :

the conditions on which, and the manner in which he (the professional) is prepared to change doctrines as time goes on.<sup>9</sup>

Toulmin gives, as an example of a profession's 'adaptive balance', that of 'legal ecology' which he saw as the :



'routine re-application of established legal rules and precedents i.e. a normative process but where, at the limits of accepted rules, the character becomes more functional, i.e. extend procedures in changed historic and social conditions.'<sup>10</sup>.

This ecology of changed situations, of 'adaptive balance', is decided within professional groups by "courts" of rational men who might disagree on strategy because at that point there are no well defined selection criteria.<sup>11</sup>

The incentive to rationality for a subject is, in part, determined by other factors which Toulmin lists as :

Internal to the subject.

- (i) Disciplinary and professional complementarity if improved collective procedures are to disseminate.

External to the subject.

- (ii) Incentives and disincentives of society.
- (iii) How necessary it is to take explanatory procedures or techniques from outside the subject on trust and not to be concerned with improving these.
- (iv) The degree of ambiguity inherent in enterprises where social context is highly relevant.<sup>12</sup>

Before looking at (i) in more detail the importance of (ii) to (iv) - factors external to the subject - are first discussed.

(ii) Incentives and disincentives of society :

As with H.Ec. school both H.Ec. discipline and H.Ec. profession suffer from a combination of disincentives associated with the gender stereotyped utilitarian view of the subject carried over from school. For H.Ec. professionals the continued undercurrent of being under-valued was evident to the writer in undertaking interviews. Despite scrupulous avoidance of initiating such discussion every interviewee raised this point.

Their concern is supported by the comments on some at least of the

AHE (1982) questionnaire returns from Senior Management. (The returns were kindly made available to the writer for personal study in 1981). The restricted view of Home Economics and the sexist language in which such views were expressed presents a picture of bigotry which must be immensely difficult for any individual to combat within an employing institution.

That such disincentives would be overcome by an increase in the number of male students and professional Home Economists has been put to the writer by more than one Head of a Home Economics department in Higher Education. However the disincentives militate against the entry of males into a subject area where low esteem and gender stereotyping are so closely associated.

The disincentives are more closely associated with the persistence of a traditional male orientated view of areas of knowledge, skills and competencies which are seen as women's interests, the 'home' of Home Economics being represented as entirely women's interests.

If these are the key disincentives to the development of Home Economics their eradication must lie not in arguments from within the subject, an all too frequent response of Home Economists, but from wider social arguments. Feminist perspectives and the resultant legislation have begun to provide a framework within which the institutional dominance of male perspectives on society can be challenged.

In recognising the need for such an approach Home Economists, of whatever persuasion, must also recognise that separating this approach from an understanding of subject development is essential for the dissemination of disciplinary and professional collective procedures. It is these procedures which will support the ideals for the discipline and profession so frequently expressed in the literature. Those ideals, as was recently pointed out by Badir,<sup>13</sup> remain central to Home Economists' perception of their subject.

- (iii) How necessary it is to take explanatory procedures or techniques from outside the subject on trust and not to be concerned with improving these.

Procedures are developed for two main purposes, either :

- a) for the testing of theories and hypotheses;
- or b) for application and use in varied situations.

Access to power and prestige within the academic traditions of education is associated with a) above, as was discussed in section 2.3.1 for H.Ec. school. The challenge to this tradition cannot be made from within the subject but must be made within a wider social context. Whilst Design and Technology developments within schools are not directly relevant to disciplinary - professional developments the arguments upon which they are based, the importance of b) above for society, are and should be used.

The 'application and use in varied situations' of procedures is the 'Know-how' fundamental to sound professional practice and disciplinary development.

Daniels suggests an adaptation to Jantsch's concept of a trans-discipline to convey a similar point :

Of all the organizational structural terms examined the 'trans-discipline' and the 'practical theory' seem to be the most useful. - - - trans-discipline appears to be superior, for it has the advantage of being based on units of study which are not necessarily disciplines.<sup>14</sup>

More recently Wilson and Vaines proposed an analysis of the dimensions of practice not in terms of what is or is not taken on trust from other disciplines but 'the ways in which related forms of knowledge are translated into distinctive solutions for practical problems.'<sup>15</sup>

'Solutions for practical problems' become distinctive in part because they are appropriate for the social context in which the problem occurs. The more frequently H.Ec. professionals show the ability to provide such

solutions the less need there will be to spend time and energy on justifying whatever use they may make of 'explanatory procedures or techniques from outside the subject'.

- (iv) The degree of ambiguity inherent in enterprises where social context is highly relevant.

Timpson defined Home Economics as a socio-practical field in which a problem is :

one which requires solution for practical application in the everyday life of communities as a matter of urgent concern.<sup>16</sup>

A broadly similar argument to that of Brown and Paolucci in arriving at a classification of Home Economics as a 'Mission Oriented' field of study,<sup>17</sup> see Table 4.1 below.

The use of terms like 'urgent concern' and 'mission oriented' can easily become associated with specific approaches to the subject which have more to do with its origins in nineteenth century Christian concern for the less fortunate in society and the later prescriptive teaching of Home Economics discussed in section 3.2.

Vincenti's discussion of Brown and Paolucci's classification of fields of study, shown in Table 4.2.1 below, provides a clarification of just how Home Economics can be shown to relate to social contexts.

Table 4.1. Classification of Fields of Study.

<u>(A) Discipline</u>	<u>(B) Mission-Oriented Fields</u>	<u>(C) Interpretive Fields</u>
chemistry	<u>Sub-group I.</u>	painting (art)
sociology	home economics education	drama
physics	medicine	sculpture
economics	education	film-making
psychology	social work	music
	<u>Sub-Group 2.</u>	photography
	home economics business	
	space technology	
	mechanical engineering	

(from Brown & Paolucci (1979))<sup>18</sup>

- (iii) How necessary it is to take explanatory procedures or techniques from outside the subject on trust and not to be concerned with improving these.

Procedures are developed for two main purposes, either :

- a) for the testing of theories and hypotheses;
- or b) for application and use in varied situations.

Access to power and prestige within the academic traditions of education is associated with a) above, as was discussed in section 2.3.1 for H.Ec. school. The challenge to this tradition cannot be made from within the subject but must be made within a wider social context. Whilst Design and Technology developments within schools are not directly relevant to disciplinary - professional developments the arguments upon which they are based, the importance of b) above for society, are and should be used.

The 'application and use in varied situations' of procedures is the 'Know-how' fundamental to sound professional practice and disciplinary development.

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(iv) The degree of ambiguity inherent in enterprises where social context is highly relevant.

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	<u>Sub-Group 2.</u>	photography
	home economics business	
	space technology	
	mechanical engineering	

(from Brown & Paolucci (1979))<sup>18</sup>

Vincenti elaborates Brown and Paolucci's classification.

Within mission-orientated fields one sub-group of fields directly serves people's needs and the other focuses primarily on special interests which only indirectly may serve people. In the first, value judgements are related to quality of life, while in the second, value judgements are concerned with the best way to accomplish a task,<sup>19</sup>

For the H.Ec. professional the 'best way to accomplish a task' will be through a combination of subjective, (value), and objective judgements which will enable a working solution to be applied within a relatively short time scale. It is this which constitutes the 'urgency' of Timpson's definition.

Some 'degree of ambiguity' will always remain, no 'best' solution is possible when the dynamics of the social context are likely to change meanwhile.

Recognising this ambiguity both in the development of 'working solutions' and the communication of these to the discipline and profession is important in ensuring the complementarity that will challenge the potential for criticism inherent in this external factor.

Discussing factors ii-iv above, which are external to the subject's development, provides a context to consider the internal factor which effects development as a 'rationally developing "discipline" '.

The factor Toulmin proposes as internal to the subject is :

- i) Disciplinary and professional complementarity if improved collective procedures are to disseminate.

Toulmin suggests that for complementarity between discipline and profession to occur they should be seen as two faces of a rational enterprise.

The discipline should establish :

- a communal tradition of procedures and techniques for dealing with theoretical and practical problems

and the profession should have an organized set of institutions, roles and men whose business is to apply or improve these procedures and techniques.<sup>20</sup>

The initial establishment of professional and disciplinary development via associations, journals et.al. serves two functions, as referred to in section 4.2 above.

Their function as 'hallmarks' of a subject field's power and prestige is discussed in sections 4.2.2 and 4.2.3. Their function as hallmarks of a subject has an effect both within the subject field and outside it, establishing a climate which is conducive to the subject field's concentration on the procedures and techniques which are the basis for its competence.

Equally external factors exercise less dominance in the minds of a professional group as they are able to exercise their authority as a profession - i.e. to develop "courts of rational men" where subjective judgements are accepted both inside and outside the subject field.<sup>21</sup>

#### 4.2.2. The disciplinary development of Home Economics.

Table 2.2 on p.34 places the development of the discipline in the 1970's within the context of school, professional and international developments since 1849.

The first degree course of those started in the 1970's began at the University of Surrey in 1970 and by 1974 others were established at Polytechnics or Universities through the country. For the first time the number of degree courses suggested the development of a subject field. This hallmark of disciplinary development was supported by the founding of a United Kingdom Journal the Journal of Consumer Studies and Home Economics in 1977, followed in 1979 by the first annual research conference, signalling the undertaking of research within the discipline.

The organisational structure to establish : 'a communal tradition of procedures and techniques for dealing with theoretical and practical problems' was in place.



Daniels's 1980 consideration of the terminology used to describe the subject high-lighted the concern within the H.Ec. discipline with ensuring academic credibility. Her summary of the terms used up until then for Home Economics, field, discipline, multi-discipline, inter-discipline, made two important points. First

that agreement on terminology by practitioners is:important to the process of achieving academic recognition<sup>22</sup>

and secondly that such agreement was not yet apparent from the study of a number of degree courses. Practitioners seeming only to agree that the subject is not a pure academic discipline.

The use of the term discipline associated with 'academic' seems to have obscured the meaning given to it by Toulmin in 4.2.1. p.95 above. A meaning certainly shown' by Richarz in her work (personal communication) and evident in Daniels's proposed adaptation of Jantsch's trans-disciplinary model, see figure 4.1 below.

Figure 4.1.

Daniels's Adaptation of Jantsch's trans-discipline.<sup>23</sup>

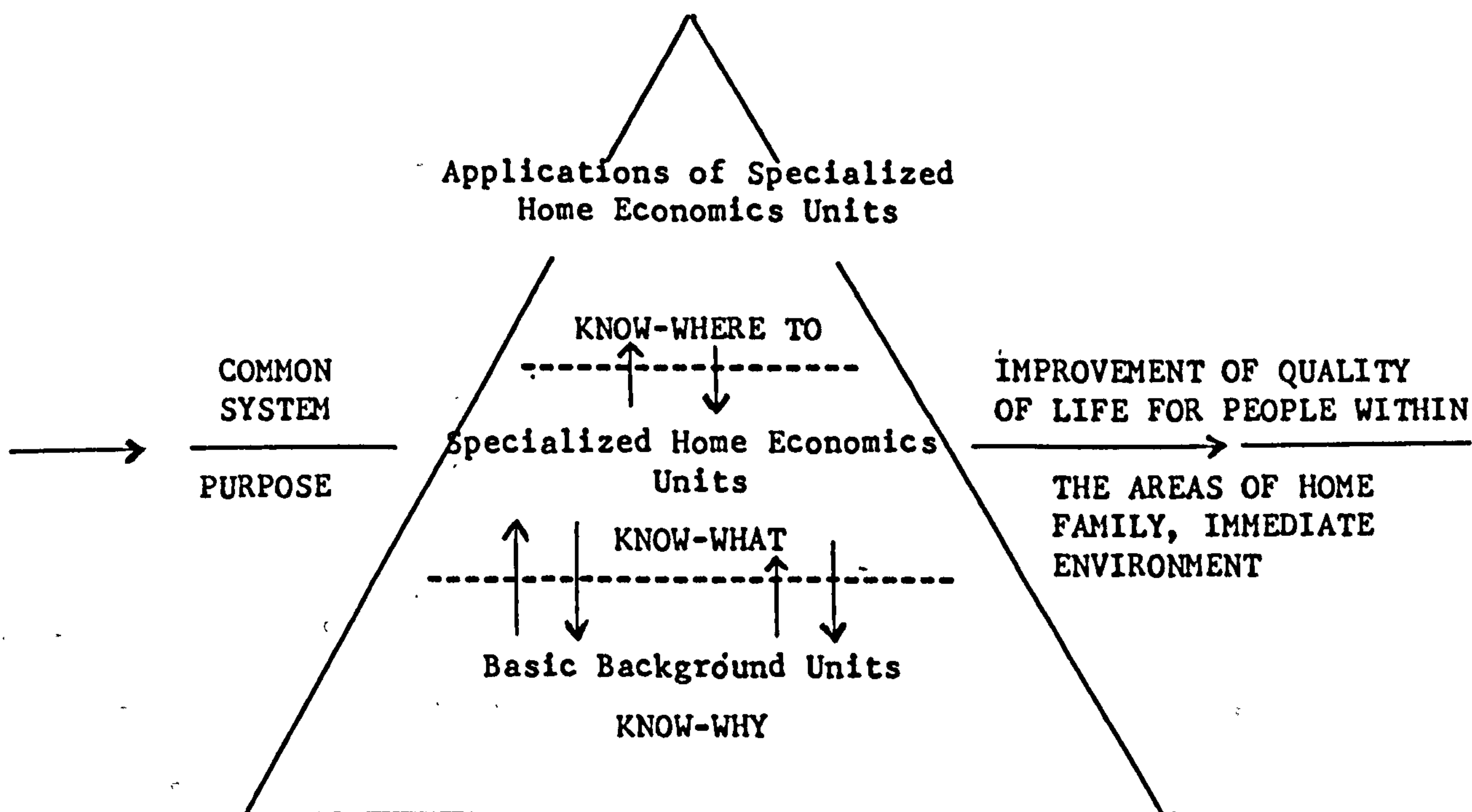


Figure 4.2 shows two of the features of Toulmin's rationally developing "discipline".

Firstly, a sufficiently agreed set of ideals : 'the improvement of quality of life for people within the areas of home, family and immediate environment.'

Secondly, the development of an isolatable and self-defining repertory of procedures : 'the specialized Home Economics units'.

What is not evident within Daniels's model is the "adaptive balance to meet new or unforeseen problems" inherent in Toulmin's model of "disciplinary" development. Hence Daniels's analysis of the B.Sc. Home Economics course at the University of Surrey on the trans-disciplinary model<sup>23</sup> gives no role to the one-year industrial placement, a continual process of 'adaptive balance' for both individual students and for course development because of the constant feed-back from the profession.

The lack of any role for the professional in models of H.Ec. disciplinary development is a problem for other subjects which, for their development, require what Hirst terms procedural knowledge (Know How). For all of them it is the recognition accorded to such knowledge within the university system.

Restriction of recognition of procedural knowledge limits subject development in two ways :

Firstly, the most importantly in university terms, in the nature of the research undertaken within the subject discipline.

Secondly, in the credibility attached to the assessment of procedural knowledge.

Both these points have been successfully addressed in relation to Dance by Adshead.<sup>24</sup>

Her arguments illustrate the problems still faced by H.Ec. discipline in its development.

Adshead, in discussing Dance, illustrated how one of the central features of her subject, the ability to perform, created problems in clarifying appropriate academic research. She based her arguments on Hirst's distinctions between propositional (Know That) and procedural (Know How) knowledge.<sup>25</sup>

If, as Adshead points out,<sup>26</sup> Hirst's suggestion that disciplinary research in universities follows propositional lines is correct it will be in this area, and not that of teaching, where the subjects based on Know How have difficulty in establishing a distinctly different research pattern which is both useful to the discipline-profession and academically credible.

Traditionally within the academic world it is propositional and dispositional knowledge (Hirst's Know That) which is publicly assessed. For those subjects where performance is important (Hirst's Know How) this presents considerable problems.

Know How requires :

- i. choice from Know That
- ii. procedural knowledge
- iii. and the non-knowledge element which is the ability to perform.<sup>27</sup>

There are few publicly acceptable objective criteria for Know How and the problems this presents are not peculiar to Utilitarian subjects.

Hirst highlighted the problem as that of a subject boldly defending not the experience associated with dispositional knowledge and performance but:

- a) the essentially dispositional knowledge
- and b) the publically agreed criteria for that dispositional knowledge.<sup>28</sup>

Mathieson in his early challenge to researchers in Home Economics highlighted the problems they would have in ensuring research development along dispositional lines.

He challenged researchers in Home Economics to avoid competition with other specialist departments by allowing Home Economics research to become

'simply research in one of these disciplines which are brought to the study of the home' i.e. science, sociology etc. without the corresponding resources of manpower.<sup>29</sup>

He suggested that Home Economics required a central direction to the research 'that is to improve the conditions of home life'<sup>30</sup> which would be lost in competition with other departments.

Mathieson acknowledged his alignment with the N. American tradition in the choice of central direction to H.Ec. research.

It is this sense of Toulmin's 'shared commitment to a sufficiently agreed set of ideals' which Mathieson conveys. What is not clear within the U.K. literature is the extent to which such a shared commitment can be shown to have developed. There is a singular lack of continued debate within research journal or conference about Mathieson's challenge. Nor is there much evidence of research which illustrates the team work that Mathieson also proposed would be required for H.Ec. research.

Were examples of such research to be written up these would illustrate elements of Hirst's requirements for a 'bold defence'.

In this respect H.Ec. discipline has still to develop a body of research which supports the adaptive balance of "disciplinary" development outlined by Toulmin.

The difficulties outlined by Mathieson for such research, time for teamwork, funding, agreed focus are further compounded by the 1980's pattern of subject field fragmentation as degree courses change their name, a pattern illustrated in Table 4.2 below.

Table 4.2.

Degree Course Titles 1988.

Degree	Title
B.A.	Home Economics 1. With certificate in education 2. With diploma in industrial studies
B.A. B.A.	Home Economics with Public Media Home Economics with Planning & Administration Home & Community Studies
B.Sc.	Home Economics
B.Sc. B.Sc. B.Sc. B.Sc. B.Sc.	Applied Consumer Sciences Food Marketing Sciences Catering Systems Food, Textiles and Consumer Studies Catering and Applied Nut.
B.Ed.	Home Economics

Taken from Eden 1988.<sup>31</sup>

The second problem for the acceptance of the credibility of procedural knowledge within universities is that of assessment.

Adshad, when considering Dance, discussed the problems faced in relating performance and theoretical knowledge :

It (Know How) can be assessed only "at the moment" of performance. It cannot be said to exist unless it is performed, and unless theory is seen to underly practice then it is not Know How but mechanical performance.<sup>32</sup>

Again the university pattern of assessing only propositional and dispositional knowledge creates problems for such assessment.

Leese<sup>33</sup> considered the problems that this presented for other Higher Education Institutions.

She took as her premis Hirst's statement that there are different ways of knowing and that all of these are objective and thus possible to assess

or judge, such judgement of course being dependent upon publicly accepted criteria which are decided by those in positions of authority within the areas of knowledge.<sup>34</sup>

All this is close to the pattern Toulmin suggests but it is at this point that Leese suggests the pattern is distorted by the nature of the educational institutions within which disciplines develop.

She suggests that those in positions of authority within areas of knowledge are those familiar with the particular logic of educational institutions and thus reflect an historic tradition which over values Know That. If Leese is correct then the link to the subject professionals, those Toulmin spoke of as the 'courts of rational men' may not in fact be clear, thus depriving a subject area of one of its key incentives to rationality - disciplinary and professional complementarity.

Two distinctive features of the development of all recent Home Economics higher education courses have been similar in this respect :

- i) the deliberate separation from the traditional patterns of training of existing professionals in Further Education;
- ii) the input from other disciplines, most commonly by service teaching, of aspects of their disciplinary studies.

Leese suggests there is no guaranteed link in this pattern of higher education development with the subject professionals, which, inevitably, produces a gulf between the two areas. A gulf made wider where, in practice, the professionals are not consulted in the development of degree courses.

As Mathieson warned for Home Economics

--- the nature of the careers followed by people who become qualified home economists will be important factors in the future structure of the subject, since feedback from these careers will inevitably affect the content of the subject itself.<sup>35</sup>

The Government's drive for Vocational Education referred to in section 3.3.2. p.80 above ensured rapid professional input to the assessment of Further Education courses. Such assessments of "publically agreed criteria of dispositional knowledge" are inadequate for the requirements of degree courses.

Research in this area such as Cross<sup>36</sup>, for the development of the Bath CNAA B.Sc. Home Economics degree beginning in 1987, has yet to be made public to the subject discipline via their research journal or conference.

This research and the establishment of an Industrial Liaison Committee of H.Ec. professionals to advise on the development of the degree are indicators that the discipline is developing, if belatedly, the substance of a 'rationally developing "discipline"' as well as those hallmarks established in the 1970's.

The problems associated with the development of the two areas of Know How, research and assessment, cannot be ignored. To ignore them is not to see that development in the area of Know How, whilst difficult, presents no greater dangers of potential failure to the subject than exist already in the academic world of Know That.

As Thorne stated :

In the rush to gain degree status for courses, however, there is an inherent danger of being press-ganged into recognised, traditional academic areas which in the final analysis could lead to the demise of the subject.<sup>37</sup>

#### 4.2.3. The Professional development of Home Economics.

If the evidence from 4.2.2 suggests a small role until recently for the H.Ec. professional in the development of the H.Ec. discipline there has been substantial separate development.

Since 1984 the Institute of Home Economics (IHE) has existed, formed from the Association (AHE) which was founded in 1954 to :

'further the interests and careers of home economists  
working in industry, business and journalism,<sup>38</sup>

and to mark their distinction from educators in home economics with their own national association NATHE (then ATDS). This process of establishing a professional identity pre-dates the post-Robbins expansion of education from which the disciplinary developments (referred to in Section 4.2.2.) date.

The process of professional 'social closure' referred to in section 4.2 above was perhaps inevitable but it lacked the rigorous analysis Saks suggested was required to ensure such a process of professionalization was more than symbolic. Namely that of testing the need for the behaviour associated with the professional code and ensuring maintenance of such behaviour by the professional group.<sup>39</sup>

Movement from Association to Institutional status in 1984 might have been time for such analysis. An IHE information leaflet of that time lists the 'aims and objectives' of the institute and the 'advantages of membership'.<sup>40</sup> From these it is apparent that no descriptive process, i.e. no test of professional home economics behaviour has been developed by the Institute, in Saks' terms professional status is thus a means of denoting power and prestige.

If the process of 'social closure' did not meet Saks' criteria it did provide the impetus for other developments associated with professional development, the establishment of a professional Journal by the IHE rather than the magazine of the AHE and the involvement in conferences, the first in 1982.

The separation of these professional developments from those of the discipline is apparent in Table 2.2. p.34 above.

Before applying for Institutional status the AHE carried out a survey to clarify the actual working role of Home Economists and the patterns of potential career development.

A clear identification of the home economists' abilities and a better understanding of their capabilities could, the



Association of Home Economists believe, encourage employers to understand the role of the home economist and recognise the management potential in a group of specialists who up to now have been regarded as doers rather than managers.<sup>41</sup>

At the same time the terminology for describing home economists in the future was signalled :

More recently industrial home economists have become recognised and accepted in Europe but the United Kingdom is unique in having provided home economics training especially related to industry.

As the profession of home economics matures and gains wider recognition, the work of the industrially trained home economist is progressing into non-traditional home economics spheres.<sup>42</sup>

The emphasis within the AHE on the work of the industrially trained Home Economist established an initial constraint on perceptions of the actual patterns of employment opportunities.

The literature would suggest that the actual employment patterns are quite varied. Whilst U.S.A. literature sources cannot be taken as a guide to patterns in the U.K. they do indicate, as Table 4.3 shows below, the range of career opportunities and, from Tate's work, the huge proportion of all Home Economists of whatever training background, employed in Education. Some 50,760 of an approximate total of 92,000.

Certainly, as Table 4.4 shows, the range of career opportunities open to Home Economists had expanded between 1947 and 1987. Analysis of 4 years first employment opportunities for graduates, Table 4.5 below would suggest a pattern not dissimilar to that in the U.S.A. with a heavy emphasis on employment in education.

In effect, this research excluded those home economists amongst the sample of AHE membership who worked in education or the caring professions, two of the traditional areas of work identified by Reynard (Table 4.4).

Career opportunities in Home Economics as charted in the literature.

Table 4.3.

Categories based on USA literature sources.

Education i) PGCE/Education ii) Other Training	i) Food ii) Hotels/Catering	Fuel	Textiles	Retail	Social Health/Welfare	PR, Journalism Advertising Marketing	Freelance/ Consultant	i) All other ii) Not known iii) Unemployed	Sources
i) Teacher  ii) Research worker	i) Dietician Food tech. Nutrition. ii) Executive housekeeper Food service manager	Home service rep. Lab. test.	Clothes designer Fashion	Buyer Comparison Shopper	Extension worker: USA, Inter- national Homemaker Rehabil. counsellor Soc. work.	Advertising Journalism Fashion Ed. " Illust. PR Food Ed. Int, decor.	Consultant		Hall 1958 <sup>43</sup>
i) Teacher Special. lecturer ii) Research worker	i) Dietician Food tech. Nutrition. ii) Institut. management	Lab test - to US Stds.		Buyer/ sales manager Comparison shopper	Extension worker - USA & Inter. Homemaker	Journalist - magazines education TV/radio			Lippeatt & Brown <sup>44</sup> 1965
i) Teacher Spec. lec. (50,760) ii) Research (140)	i) Dietician Food tech. Nutrition Food photo. ii) Food service (30,000)	Home Service demonstrator	Fabric designer Lab test	Buyer/ sales manager	Ext. work. - USA & Inter (5,000) Housing ag. Age Counselor (725)	Magazine writer for sponsors Radio/TV Advertise	Demonstrator	i) 1,500	M. Thurow Tate 45 1973 (approx. tot. 92,000)
			*	*		*			

Table 4.4. Career opportunities in Home Economics as charted in the literature

Categories based on UK literature sources.

Education i) PGCE/Education ii) Other Training	i) Food ii) Hotels & Catering	Fuel	Textiles	Retail	Social Health & Welfare	PR, Journalism Advertising Marketing	Freelance/ Consultant	i) All other ii) Not known iii) Unemployed	Sources
i) Teachers	i) School meals Dietetics ii) Institutional management	British Gas Electrical Assoc. for Women			Social worker Almoners Property managers				Reynard 194746
i) Teachers Specialist lecturer County adviser	i) Home econ. Nutrition Ed. Officer Product adviser Food technol. rep.	Home service adviser Energy marketing rep.	Consumer adviser Home Econ.	Sales dem. Home service	Home, econ. adviser Organiser- services for aged Home help organiser	Home econ. Account Exec. Director- consumer affairs	Freelance consultant- fuel.		Assoc. of Home Economists 1982 47
ii) Specialist subject lecturers	i) Dietetics Product Development Test Kitchen Controller etc. ii) Management in Catering & Hotel etc.	Public Relations Officer CEGB Gas Service Adviser	Clothing Technolo- gist Management Trainee. Cloth. Buyer	Sales Executive Food Manager Area Sales rep. Personnel Manager etc.	Occupational Therapy Housing Officer Health Promotion Officer Consumer Adviser etc.	Editorial assistant.	Home Economist	i) WRAC commissioner Computer Programmer Inland Revenue Assistant Company Secretary etc.	Eden 198748

Table 4.5. Career opportunities in Home Economics as charted in the literature.

First employment of graduate home economists from AHEI with HE employment analysis (unpublished)  
(later returns unavailable for analysis)

Education i) PGCE/Education ii) Other Training	i) Food ii) Hotels & Catering	Fuel	Textiles	Retail	Social Health & Welfare	PR, Journalism Advertising Marketing	Freelance/ Consultant	i) All other ii) Not known iii) Unemployed	Sources
i) 117 (6) ii) 42	i) 13 ii) 18	6	2	20	26	6	/	i) 20 ii) 47 iii) 28	1980 349 students
i) 144 (5) ii) 38	i) 15 ii) 12	1	2	27	20	21	/	i) 31 ii) 5 iii) 42	1981 358 students
i) 113 (1) ii) 40	i) 19 ii) 15	3	5	30	19	14	/	i) 33 ii) 61 iii) 54	1982 406 students
i) 104 (5) ii) 20	i) 31 ii) 5	2	5	18	10	11	/	i) 31 ii) 18 iii) 54	1983 336 students (incomplete returns)

The reasons of course for such an exclusive pattern rather than the inclusive pattern apparent in the U.S. findings, rested upon the AHE's commitment to a highly specific view of one type of Home Economist and the assumption that sufficient numbers of such home economists would exist to form the membership of the association.

The loss to a professional institution of so many potential new members because their pattern of employment is not seen as "Home Economics" must significantly affect that institution's ability to establish its view of the subject and maintain its viability as an Institute. This is especially true when it draws from a potentially small pool of membership in any case. The small annual potential graduate membership is evident from Table 4.5.

In fact the AHE report illustrated employment diversity :

- and in the main home economists were seen to 'diversify' mainly into personnel, public relations, quality control, customer advice and not into the more scientific, technical, product manufacture and development areas.<sup>49</sup>

In fact these 'diversified' areas were summarised thus :

50 different job titles were identified; 40 of which each represented less than 1 per cent of respondents.<sup>50</sup>

Evidence for the 'industrial' home economist was not provided by the AHE research but the conclusions refer to this as follows :

It is apparent from the research that the present recognised role of the home economist is one of a practical or technical nature in which the home economist is required to promote or advise upon, or sell, a product(s) or service.<sup>51</sup>

In high-lighting the above point recognition was given to potentially different levels of employment : 'the Practical, Technical and Executive' and from this the necessity of :

- a. a development of attitudes necessary to the acceptance of continued pursuit of knowledge;
- b. a strong move into management consequent upon the acquisition of appropriate skills and experience, and also the acceptance by senior management of the home economist as part of the management team.<sup>52</sup>

In the process of fostering a) and b) above a number of initiatives by the IHE resulted in conferences and workshops.

The point that Thorne made in relation to H.Ec. disciplinary developments soon became apparent for the profession :

It has been increasingly evident, as institutions of somewhat disparate natures have been merged, that Home Economics is Janus headed. It looks towards both the social and commercial worlds.<sup>53</sup>

In December 1983 a one-day workshop on 'The Practice and Potential of Home Economists Working in the Community'<sup>54</sup> emphasized the way that practice was RADICALLY affected by social change. The 'CARE' study day in 1984 looked more specifically at how to :

explore ways of sharing research and experience of those working in Social Services, in the economic management of resources in the area of Food and Nutrition, Laundry Services and Domestic Management.<sup>55</sup>

There was at the same time a strong emphasis on signalling the separateness of these professionals from teachers of H.Ec.school.

Both study days excluded teachers and, at about the same time, many statements such as Robertson's as chairwoman of the IHE in Scotland emphasized the separation from teachers and school in her work with the Edinburgh social work department.

"It is quite a reflection of the education system.

Home Economics in schools is not always relevant to the needs of the kids", she said.<sup>56.</sup>

These 1983-4 developments ensured a more realistic perspective by the IHE of the range of its professional membership. Evidence for this range was available in the AHE questionnaire returns but remained unreported, a point discussed in Chapter 5.

The 1983-4 developments did begin the process of providing not simply role-models for younger H.Ec. professionals but mentors to foster their "acquisition of appropriate skills" for management. The importance of this process for home economics generally is discussed by Baugher and Kellett.<sup>57</sup> Much of the further development of management competence by H.Ec. professionals will be dependent upon their relationship to mentors within their own working institutions. As Baugher and Kellett point out it would 'not be realistic to assume [that] a mentor is available in Home Economics'<sup>58</sup> but the IHE has provided 'the roots of the concept' for the early stages of H.Ec. professionals' careers.

The clarification of professional roles begun in 1983-4 enabled the H.Ec. professionals to contribute this "Know How" to Vocational Educational developments, first in Further and then in Higher Education as discussed in section 4.2.2. A process already begun by the AHE with 'the Technician's Education Council and the City and Guilds of London Institute consequent upon the transfer to them of the NCHEE courses'.<sup>59</sup>

The continued need to clarify professional characteristics has most recently been high-lighted by Miller.<sup>60</sup> As well as referring to the characteristic associated with management of autonomy in work contexts she referred to the need to link a body of knowledge to a level of qualification.

It is this lack of specificity which high-lights the continued need to ensure a greater degree of complementarity between discipline and profession which is discussed next in section 4.2.4.

#### 4.2.4. Complementary nature of disciplinary and professional development.

Miller's signalling of the continued need to clarify professional characteristics is one raised earlier by Jokelainen from a slightly different perspective:

Due to the broad scope of the training programme and the way it is carried out, the professional image of home economics is imprecise compared with other sciences and professions.<sup>61</sup>

The rapidity of increased employment opportunities and the diversity of such opportunities for H.Ec. professionals in the last 10 - 15 years may have contributed to this imprecise image. Education to a specific level, Higher National Diploma (HND), Degree etc. will open up career opportunities which are not necessarily specifically subject orientated. Table 4.5 indicates this with movement of graduates to Hotel & Catering or other employment areas.

There are good reasons to ignore this loss to the subject field and concentrate instead on re-focussing 'training programmes' in line with the 'Know How' being specified by H.Ec. professional groups.

Further development of such complementarity may also be of value to the discipline in furthering its research interests as Jokelainen suggests:

Judged by the accepted standards, the level of home economics research cannot be said to deserve much acclaim. Here the blame should probably be placed in the training, because the huge area it covers does not provide students with the proper readiness for higher research.<sup>62</sup>

A problem compounded by the very small numbers of Home Economists of whatever persuasion in the U.K.

Internationally, in North America in particular, a more coherent framework within which to clarify disciplinary - professional developments



has recently become apparent in the literature and it is this which is discussed next in section 4.3.

For H.Ec. educators the lack of access to such literature and, more importantly, the paucity of empirical evidence for disciplinary - professional specification of 'Know How' provides little with which to challenge the stagnation of H.Ec. school syllabuses.

The recent events in relation to National Curriculum developments bear out Thorne's 1977 point that :

therefore inevitably, it seems that events will overtake the subject. Other disciplines, recognising the potentiality of the subject, will subsume relevant areas (e.g. Dress to Design) denuding the subject of all but the cookery element.<sup>63</sup>

The initial separation of disciplinary and professional development with the subsequent delay in the development of a well defined body of 'Know How' may have significantly contributed to H.Ec. school's decline.

An ironic point in the light of the recent concerted support from discipline and profession to the UKFHE's campaign to retain H.Ec. school within the National Curriculum which was referred to in section 2.3.3, p.46. above.

#### 4.3. International contributions to understanding the complementary nature of disciplinary and professional development:

The small actual numbers of practicing H.Ec. professionals evident from Table 4.5 and the fragmentation of coherent national disciplinary development implied by degree course titles shown in Table 4.2. p. 106<sup>63</sup> militate against the establishment of an 'invisible college' for Home Economics, Ziman's<sup>64</sup> term for the knowledge which is a joint social product of the 'invisible college's' members. A problem increased by the need Ziman saw for anyone involved in technological

developments within a subject area to acknowledge that his prime responsibility is towards his employer, his customer or his patient, not to his professional peers. His task is to solve the problem in hand, not to address himself to the opinion of the other experts.<sup>65</sup>

The 'hallmark' of international Home Economics contribution has existed since 1980, in the International Federation of Home Economics, (IFHE) but, as is quite evident from a survey of the IFHE magazine,<sup>66</sup> undertaken by this writer for the period 1966-1988 the contribution in terms of the development of consideration of the nature of the knowledge, skills and competencies actually used by H.Ec. professionals or developed within the H.Ec. discipline is small.

It has contributed very little to the development of an 'invisible college'. Similarly the contributions of the International Congresses held since 1980, see Table 2. p.34 have only recently incorporated a research contribution.

Access to the IFHE congress reports is difficult as these appear to have been as poorly catalogued and retained by home economics libraries as other materials, a point referred to in Chapter 1, p.19.

In terms of U.K. home economics developments there has, more recently, been contact via journals and textbooks internationally via the development of library resources appropriate for under-graduate work on home economics degree courses. The language barrier has inevitably ensured that such developments look to North America and Australia rather than Europe. The long-standing developments in U.S.A. Home Economics in particular are perhaps best recognised by the fact that the University of Surrey Home Economics library collection of the Journal of the American Home Economics Association begins in 1975 with volume 67.

The 1982 Worcester, England Conference which brought together U.K.

professional organizations and IFHE members signalled the beginning of better dissemination of subject developments via improved referencing and distribution of conference papers etc. This was of course one result of the beginnings of an 'invisible college' of Home Economists whose ideas were disseminating internationally. One of the most recent pieces of evidence of such developments is the IFHE's 1988 publication of the First All Africa Home Economics Conference Proceedings.<sup>67</sup>

The conference proceedings provide a useful insight into those issues fundamental to H.Ec. professional practice in Africa substantiated by papers giving empirical evidence of such practice.

The centrality of the well-being of the family to this conference may be of little surprise, given the economic problems faced by most African nations, but does indicate a continuing international dialogue, particularly under the auspices of UNESCO on Home Economics, see publications of 1972<sup>68</sup>, 1979<sup>69</sup> and 1980.<sup>70</sup>

International developments high-light the importance for U.K. profession and discipline of recognising both the centrality of the family and home to much Home Economics but also the effect of changed social contexts on H.Ec. professionals' understanding of how they work in these areas. The wider link to women's movement ideals was made clear in the All Africa Conference opening address for example.

Within Europe Richarz<sup>71</sup> has explored the development in Germany of Home Economics providing a clear outline of the effects of social change upon the development of what should be taught, and to whom, in H.Ec. school. Her dynamic model provides an appropriate basis for understanding the 'family and household' elements of Home Economics whether studied for African or European purposes. Whilst Richarz' early thinking on these ideas is in the 1979 UNESCO publication<sup>72</sup> they appear to remain unrecognized in the U.K.

If the U.K. understanding of the nature of home economics could be

developed via such international inputs so could understanding of how such inputs could be supported via the complementary nature of the discipline and profession.

Here the contributions from North American H.Ec. discipline is of importance and is perhaps more readily accessible than those referred to above as the American and Canadian Journals have been available in H.Ec. discipline libraries for a number of years now.

Kreutz<sup>73</sup> in 1981 alerted the American Home Economics Association to the critical issue of providing graduates with an orientation to the subject which would prevent the dissipation of disciplinary developments in published sources associated with areas of employment rather than the discipline itself. Goldsmith<sup>74</sup> in 1983 showed just how wide a variety of journals et.al. were used by American Home Economists to publish their work.

This fragmentation of Home Economics which is a commonly noted problem, most recently in the Preface to the All Africa Conference, can be off-set in part by focussing publication more specifically. On a longer term basis the subject requires the provision of a framework which prevents such fragmentation arising despite the problem for H.Ec. profession that were referred to by Ziman, see p.119 above.

Vincenti's work provided in 1981 an over-view of the history of theoretical understanding of Home Economics, what in the U.S.A. is referred to as the philosophy of the subject. The analysis of fields of study she presented has already been discussed, see Table 4.1. and discussion on p.99.

One of the recommendations Vincenti<sup>75</sup> made was the urgent need to relate philosophy and activity of home economics practitioners.

Slightly later, 1985, Brown gave considerable support to the understanding of home economics philosophy in the U.S.A. in a two volume book the purpose of which was :

to provide a stepping-stone in the dialectic process of critical understanding of home economics. Therefore, if it stimulates further study and discussion among

home economists with efforts at rational consensus on fundamental concepts and norms, these volumes will have served their purpose.<sup>76</sup>

The Home Economics Research Journal of 1984 12 (4) was entirely devoted to this issue of just what were the fundamental concepts and norms and how these might be explored further via both the discipline and profession. Wilson and Vaines in 1985 developed a framework to show :

The gap between what the profession of home economics deems it 'ought to be doing' and what, in fact, 'is occurring' becomes apparent when practice is interpreted in terms of the proposed framework.<sup>77</sup>

The usefulness of this proposed framework is quite evidently part of a continued North American dialogue, an 'invisible college' to which U.K. contributions appear to be lacking.

This necessarily brief summary of international developments would suggest that they have much to contribute to U.K. home economics developments not least in ensuring that the isolation of separate camps which are the U.K. origins of disciplinary and professional developments are challenged.

Section 4.4 next considers the contribution that understanding of disciplinary and professional developments can make to the development of H.Ec. school syllabuses.

#### 4.4. Key factors for H.Ec. school in disciplinary and professional developments.

The tradition of debate amongst H.Ec. educators on the nature and content of H.Ec. school has always been restricted. Thorne's suggestion that newly practising teachers are regressive to practices they were taught and that the 25-35 year old group of teachers are lost to the subject, points discussed in section 3.2 p.72 above, suggests some reasons for that lack of debate.

The stagnation of the H.Ec. school syllabus and the loss of aspects of the syllabus to other subject areas culminates in a picture of terminal decline.

The reversal of such decline is possible within the educational framework of Design and Technology as has already been discussed in section 3.4 p.82.

The educational framework within which arguments to justify the teaching of H.Ec. school have traditionally developed were discussed in Chapter 3, p.60 above. The educational framework for such arguments is no longer the one used at the levels of major national educational decisions. In accepting the new vocational framework inherent in Design and Technology H.Ec. school can develop.

H.Ec. educators also have available the institutional means of gaining access to developments in both the discipline and profession which could inform H.Ec. school syllabus development. Most importantly such means, Modus, the NATHE journal for example, must engage teachers in debate about such developments.

Whatever the forum of debate the recognition, inherent in all secondary school subjects, of disciplinary and professional developments informing the school subject must become accepted by H.Ec. educators. From this they can find arguments to refute criticism of the historic origins of the subject and a basis from which to develop the subject further.

The research undertaken for this thesis and presented in Chapter 6 below was undertaken to provide insights into H.Ec. professional practice in ways which might inform H.Ec. school syllabuses.

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CHAPTER 5. BACKGROUND TO THE EMPIRICAL STUDY:  
SELECTION AND TRIAL OF A METHODOLOGY.

5.1. Introduction.

The background to the development of home economics discussed in Chapters 2, 3 and 4 illustrates the separate nature of that development vis-a-vis school, discipline and profession. The framework of existing H.Ec. school practice has proved very hard to challenge from within the community of H.Ec. educators. Table 5.1 below lists documents concerned with H.Ec. school produced since 1963, the key on the right hand side providing the basis for discussion below.

Table 5.1. Key documents concerned with Home Economics Education. 1963-1989.

Key: contribution of empirical evidence to documentation.

1 : Documentation of practice with little supporting empirical evidence.

2 : Documentation of practice supported by empirical evidence.

3 : Documentation setting practice in wider context.

			KEY		
			1	2	3
1963	Home Economics to meet changing world conditions and needs.	IFHE 1		*	
1969	Survey of teaching of Domestic Science in Secondary Schools in England and Wales.	ATDS 2		*	
1971	Research into the teaching and practice of Home Economics in G.B.	Harvey, J. 3		*	
1972	World survey of Home & Family Education within Formal Education.	UNESCO & IFHE 4		*	
1973	Aims and Objectives of Home Economics Education.	Schools Council 5	*		
1974	Approaches to Nutrition Education.	ditto. 6	*		
1975	Curricula differences for boys and girls.	H.M.I. 7	*		
1977	Needlework on the school curriculum.	Schools Council 8	*		
	The Sociology of Home Economics.	Thorne, E.S. 9			*
	A study of opinions concerning method and content in Home Economics Education.	Hutchinson, V. 10		*	
1978	Curriculum 11-16 Home Economics	Home Economics Co. of H.M.I. 11	*		
	Home Economics Diploma. Curriculum as interpreted at one college.	McGladdery, M. 12		*	

Table 5.1. contd.

			KEY		
			1	2	3
1978	Home Economics: the disintegration of a curriculum.	Turnbull, A.M. <sup>13</sup>			*
	Investigation into Home Economics Teachers' interests in contributory areas of the discipline.	Davies, H. 14		*	
1979	New trends in Home Economics Education.	UNESCO 15		*	
	They really want you to be a good wife.	Beecham, Y. 16			*
	Equality of Education and Training for Girls, 10-18 years.	Council of European Communities 17			*
	Home Economics: a socio-practical field.	Timpson, M.A. <sup>18</sup>			*
1980	Women in the Making.	Love et.al. 19			*
	Home Economics in Secondary Education.	Central Policy Unit, Cheshire CC. 20		*	
1981	16+ examinations: National Criteria.	ATDS 21	*		
	Diagnostic Assessment in Home Economics.	Black & Dockrell. 22		*	
1982	Role of Home Economics in General Education.	UNESCO 23		*	
	Equal Opportunities in Home Economics.	EOC 24			*
	What's in it for Boys?	EOC/ILEA/SC 25			*
1984	Option Choice: a question of equal opportunities?	Pratt, J. et.al. 26		*	*
1985	The Curriculum from 5 to 16.	DES 27	*		
	G.C.S.E.: The National Criteria Home Economics.	SEC 28	*		
	Curriculum Guidelines for Home Economics (Scotland)	Consultative Committee 29	*		



Table 5.1. contd.

			KEY		
			1	2	3
1985	Where does the Proof lie? A report on the SED funded research project on Assessment in Home Economics.	Cummings, C. et.al.		*	*
1986	Working in Home Economics.	COIC		*	
	National Curriculum Proposals.	DES			*
	Design Education Forum: 1 day seminar.	Design Council		*	*
1987	Design Education Forum: 1 day seminar.	Design Council		*	*
	UKFHE response to the proposals for the National Curriculum.	NATHE	*		
	Home Economics and Careers.	Eden, P.		*	
	Design and Technological Activity: a framework for assessment.	APU			*
1988	Home Economics GCSE draft grade criteria.	SEC	*		
	National Curriculum Design & Technology. Interim Report.	DES		*	*
1989	Design and Technology for ages 5 to 16: National Curriculum.	DES			*
	Option Choices and Career Opportunities in Home Economics.	Grice, M. et.al.		*	*

The tradition of H.Ec. school orientated documentation is asterixed under Key 1 in this table. Much of this documentation about H.Ec. school is not based on concerns relevant to home economics as such but on the concerns of education. Such documentation is the work of H.M. Inspectorate of Home Economics or groups of H.Ec. educators under the auspices of Schools Council, NATHE or similar organizations. Empirical evidence substantiating such documentation is not always evident and is almost invariably drawn from existing H.Ec. school practice.

The circularity of such approaches is in marked contrast to more recent documentation which places H.Ec. school practice in a wider social, economic and political context.

Under Key 2 in Table 5.1 the effect of Educational developments in altering the framework within which H.Ec. school is discussed are asterixed.

In 1985 Cummings, C. et.al.<sup>30</sup> challenged the mis-match between H.Ec. educators' claims for the subject and what had been found to be assessed within actual classroom practice. In 1987 the APU research<sup>37</sup> proposed a fundamental challenge to perception of the subject and hence assessment.

Educational developments on assessment have resulted in reassessment of the traditional approaches inherent within "craft" teaching. It is this reassessment publicly evident for H.Ec. school with the start of the APU project in 1985,<sup>37</sup> Design Council contributions from 1986<sup>33,34</sup> and the development of the 1989 Design and Technology report,<sup>40</sup> which most strongly challenges H.Ec. school practice.

The growth of documentation that challenges the social, economic and political assumptions underlying the practice of H.Ec. school are asterixed under Key 3 in Table 5.1, these have mainly been produced since the mid 1970's and are mainly the result of individuals' post-graduate studies.

Since the 1970's a number of higher degree theses have been written, some of which, McGladdery, M. (1978)<sup>12</sup> and Davies, H. (1978)<sup>13</sup> address issues most relevant to their work as experienced H.Ec. educators. The tradition of post-graduate research associated with the ideas considered

significant by a H.Ec. disciplinary department in a University or Polytechnic is not apparent. Sociology departments have provided such support for Thorne, E. (1978),<sup>9</sup> Turnbull, A.M. (1978),<sup>13</sup> Beecham, Y. (1979),<sup>16</sup> Timpson, M. (1979)<sup>18</sup> and Love, et.al. (1980)<sup>19</sup>.

Equally as important have been the EOC or EOC sponsored sources, EOC (1982),<sup>24, 25</sup> Pratt, J. et.al. (1984)<sup>26</sup> and Grice, et.al. (1989)<sup>41</sup> all of which consistently challenge the gender stereotyping associated with H.Ec. school, in particular the lack of opportunity for boys to study the subject. The contribution made by these works to H.Ec. school developments was discussed in section 2.3.2. p. 44.

What Table 5.1 does not show is the separateness of these developments which militates against the development of what Ziman, 1968,<sup>42</sup> termed an 'invisible college'. Whilst all these developments, particularly the Design and Technology report, provide a framework enabling H.Ec. educators to recognize the vocational nature of the subject in constructing H.Ec. school syllabuses there is little to support them in the process of doing this. Most recently, Grice, M. et.al's, 1989, work signals the lack of such processes other than in a few individual schools.

The tradition within H.Ec. school of surveying what is: 1963 IFHE,<sup>1</sup> 1969 ATDS,<sup>2</sup> 1971 Harvey,<sup>3</sup> etc. provides H.Ec. educators with no exemplars of how to draw on H.Ec. disciplinary and professional developments for their needs. Similarly the lack of an identifiable 'invisible college' of H.Ec. researchers provides problems in focussing the processes of change. The decision to look at H.Ec. professional developments for this study was made in an attempt to provide H.Ec. school with insights to inform its practice. What became evident from the study of earlier literature was the need to select a research method which also provided H.Ec. educators with a tool for the continuation of the process of informing practice.

The research issues formulated in section 5.2.1 below have thus been arrived at to meet these points.

Investigation of Research Issue i), p. 137, will set the H.Ec. school

subject within a framework drawn from the H.Ec. profession rather than the concerns of the educationalist.

Investigation of Research Issue ii), p. 137, will provide H.Ec. educators with evidence of how such a framework may be maintained and used.

Investigation of Research Issue iii), p. 138, will foster the individual's reflection upon subject practice out of which clearer understanding of Home Economics as a subject may develop.

## 5.2. Formulation of research issues and method of data collection.

### 5.2.1. Research issues.

The research issues fall into three groups :

- i) those concerned with the understanding of H.Ec. professional practice;
- ii) those concerned with the development of H.Ec. school practice;
- iii) those concerned with the contribution of the research to the subjects' understanding of their job roles.

- i) Investigation of issues concerned with the understanding of H.Ec. professional practice should :

provide information on the development of the norms of

H.Ec. professional practice;

ensure that unique contributions to these norms are made

evident to the subject field;

contribute to the development of an authoritative picture

of H.Ec. professional practice.

- ii) Investigation of issues concerned with the development of H.Ec. school practice should :

provide H.Ec. educators with exemplars of developments in

H.Ec. professional practice;

provide H.Ec. educators with a method for informing future

subject development;

provide evidence from which to challenge regression in H.Ec.

school syllabuses.

- iii) Consideration of the contribution of the research to the subjects' understanding of their job roles by the use of a research method which supports individuals in reflecting upon their own professional practice.

#### 5.2.2. The Selection of Repertory Grid as a Research Method.

##### 5.2.2.1. Considerations of validity and reliability.

Techniques of measurement and description are a means of supplying reliability to the structure imposed by a researcher on the observations she makes, structures which are in no way inherent within what is being observed. The choice of technique is frequently dependent upon the context within which the observer finds herself working. That is access to facilities, time, finance, ethos of working group, etc. These factors aside the reasons for undertaking the research will eliminate some techniques as unsuitable. The final choice will eventually be dependent upon the assumptions that the researcher makes about the nature of her subject matter and of her observations of it.

The dominant influence on research has been the hypothetico-deductive paradigm developed for research in the physical sciences where as Ziman, 1968, states :

we deliberately restrict our attention to questions

whose answers are capable of being agreed upon

and

not to attempt explanations of such complex phenomena at all, or at least to postpone this enterprise until many much simpler and more direct problems are solved.<sup>43</sup>

The 'complex phenomena' referred to above are the normative aspects of human behaviour for which consensus can only ever be partial and which are not amenable to study by methods appropriate to the physical sciences.

Much of the research asterixed under 2 in Table 5.1 has been undertaken within the constraints of the dominant physical sciences model.

Large scale questionnaire surveys allow statistical analysis which lends apparent 'scientific' reliability to results which have little validity if they do not high-light the process of 'adaptive balance' occurring within a subject field. Emphasis on statistical reliability loses the evidence of the unique which may signal the developments of new norms within a subject area.

Thus surveys listed in Table 5.1 like ATDS (1969),<sup>2</sup> Harvey (1971),<sup>3</sup> UNESCO (1972)<sup>4</sup> have confirmed accepted norms and offered no new insights into H.Ec. school practice.

New norms may have been lost at the stage of statistical analysis, small total frequency preventing their significance being recognised. The lack of evidence of H.Ec. professional involvement in social rather than industrial aspects of the profession, within the reporting of the AHE 1982 research, is the result of just such an occurrence, as was evident to the present writer when given access in February 1981 to the postal questionnaire returns.

Two respondents' unique contributions were:

- A. "more and more (I am) becoming involved with devising new products from scratch and briefing the factories as to how to produce these products i.e. test kitchen being used more as a laboratory".

B. "It will be appreciated that a Home Economist in Social Services is not generally connected with commercial research - more of a pulling of information gleaned through reading, education and so on, and of course contact with Home Economists in commerce".<sup>44</sup>

Both individuals' work involved them in re-defining their home economics and developing new professional norms. The subsequent recognition of social aspects of the profession by the IHE has been discussed in section 4.2.3. p. 108, above but could have been foreseen by them from the AHE questionnaire analysis....

New norms are also lost at the stage of questionnaire development. The 1980 'Home Economics in Secondary Education' survey had as one group of respondents: "mothers of pre-school children - the users of Home Economics".<sup>45</sup> By definition this research therefore excluded recognition of the 'vocational users' of Home Economics, a group which was evident by 1980 through the work of the IHE. Thus the survey revealed the interests of these mothers as:

mothers have high levels of interest in child care, safety in the home, recipes, cooking hints and medical items in magazines.

Knitting and sewing are common interests.<sup>46</sup>

An apparent justification for regression in H.Ec. school syllabuses to their early origins.

A further problem for large-scale surveys is of course sampling, the justification for the choice of mothers in the above survey being :

Mothers of pre-school children were chosen as an easily accessible outside group, contact was made through nursery and play schools.<sup>47</sup>

As an internal County Council Report many of the sections of this report may have been locally significant and the avoidance of some areas of controversy a useful political manoeuvre. As a nationally advertised

published report other considerations arise in relation to the use to which the report may be put.

Re-grouping of the 21 issues listed in the Summary<sup>48</sup> shows the national significance of the list and the importance which can be attached to them:

Table 5.2. Re-grouping of Summary findings.

My Re-grouping	Total	Issues by number listed in the Report
Accommodation and Equipment.	6	15, 16, 17, 18, 19, 20.
Time-tabling & General Teaching issues.	7	5, 8, 9, 10, 13, 14, 21.
Client demand for subject	5	1, 2, 7, 11, 12.
Curriculum & Exam concerns	3	3, 4, 6.

(Taken from Summary findings of 'Home Economics in Secondary Education' report 1980.)

The three listed under Curriculum and Exam concerns are :

3. 'There is a need to ensure that the curriculum is relevant to the present day domestic circumstances & attitudes'.

4., 'There is a great desire from teachers' for links with other subjects especially science and art'.

6. 'there are only limited contacts with Catering Officers.'<sup>49</sup>

These issues are of a different order to those of concern with accommodation etc. as they can be seen within the context of a much wider debate on the relevance of school H.E. to needs of modern society. They are in fact essentially normative in their effect on H.Ec. school syllabuses. Little is made in the report of these three issues, which suggests that they are however not seen as important.

As one of the few pieces of recently published H.Ec. school research the report has considerable power to present a limiting perspective on



H.Ec. school developments.

The assumptions behind the present writer's choice of methodology was a recognition that the changing norms occurring within the H.Ec. profession were likely to be embodied in the work of a small number of individuals, not necessarily in contact with each other. The methodology chosen must therefore be concerned to structure unique responses in a reliable manner.

Such research is qualitative and relies for its authenticity upon the quality of contact with subjects. The use of such techniques as Oppenheim discusses in his classic text 'Questionnaire Design and Attitude Measurement',<sup>50</sup> places more demands on subjects and shifts the researchers balance of work from preparation, as with survey techniques, to analysis of actual interview data.

The questioning of the validity of the use of research methods concerned with generalities of group responses, in areas of life where qualitative individual or small group responses are of more significance, is not recent. Qualitative techniques have always been employed in both Psychological and Educational research but are now more widely accepted as valid approaches to studying some issues.

By the early 1980's work in Education included the study of class-room interactions, and teachers' individual perceptions of children in their classes. Nixon<sup>51</sup> edited a guide for teachers to these techniques and Adelman<sup>52</sup> illustrated the process of using such techniques as well as the results that can be drawn from their use. The use of qualitative techniques can be shown to be an accepted part of Educational research, concerned with the understanding individuals have of their role in educational undertakings, however such techniques do not appear to be an accepted part of H.Ec. research practice.

Home economists' reliance on quantitative questionnaire and survey techniques arises from the concern to achieve "scientific" reliability, while survey techniques may allow the use of statistical analysis the internal validity this achieves may not be matched by the external validity

of relevance to the actual situation, as was shown for the AHE and Cheshire research above.

Reliance on one approach to research and, more especially one research technique, restricts the potential development of a subject. It was for this reason that a qualitative research method was chosen for this study.

The decision to investigate Repertory Grid Technique (RGT) as a research method was based on a number of factors which were:

- i) exploration of a variety of methods of data collection and analysis as part of the Research Methods Training Course undertaken in the then Institute for Educational Technology, University of Surrey;
- ii) a growing sense that a perspective other than that provided by initial training and professional experience as a H.Ec. educator was essential to me as a researcher;
- iii) the need to ensure individuals' contributions as H.Ec. professionals were central to the research.

#### 5.2.2.2. The use of Repertory Grid Technique.

Repertory Grid Technique originated in the clinical psychology work of G. Kelly, 1963<sup>53</sup> as the operationalization of his psychological theory of Personal Constructs.

Briefly Kelly's theory states that individuals' construe their world in a highly personal individual way and that such construing and any subsequent construing is done as a result of actively testing out and making sense of their own experience of the world. Where that experience is shared with others it is likely, but not necessarily so, that construing between individuals will be similar.<sup>54</sup>

RGT places an emphasis on the individual's view of the world by a process of selecting elements which are, in Shaw's<sup>55</sup> words "well known and personally meaningful to the subjects and central in the context of the problem" considered. These elements are then construed - rated, according to their differences or similarities - to arrive at constructs. Constructs are not inherent within the elements but arise from the qualities that individuals attribute to the elements.

Whilst Easterby-Smith (1981),<sup>56</sup> suggests that the ideal grid to meet the statistical assumptions underlying the use of a computer program analysis is at least an 8 element by 8 construct matrix, and preferably a 10 x 10, there is no standard procedure which must be followed. The form in which grid technique will be used is dictated by the purpose inherent within the project being undertaken.

The most commonly used basis for elicitation is the triadic method where either the researcher presents three elements to the subject or the subject selects three from all the elements with which to begin construing. Writing the elements on individual cards enables random selection of triads to occur. More importantly the physical manipulation

of the cards appears to aid subjects in articulating differentiation between the members of the triad.

By discussing how these three elements are construed, that is how two of them are alike in some way and different to the third, a construct is arrived at.

Short statements showing the 'alike' and 'different' aspect of what has been construed, the bi-polar construct, are then written down and used as the basis for the rating, on a 1-5 scale, of the initial three elements of the triad and then all the other elements in turn. This process, of considering the elements in groups of three continues until the individual feels unable to identify any new constructs. Elicitation is helped by an appropriate format of recording, which also provides the basis for computer analysis. The elicitation procedure used followed that suggested in Pope and Keen (1981),<sup>57</sup> including the use of a trial grid to make clear a procedure some individuals might find unusual. The trial grid used varieties of biscuits as elements and is included as Appendix 1.

The approach of the administrator is important, particularly in the explanation of the technique and in removing any suggestion of a 'test' aspect. The use of 'laddering' techniques may be needed to help individuals elicit constructs. Laddering involves the asking of questions such as Why?, How? etc.

Variations of elicitation techniques occur for different purposes, Fransella and Bannister (1977)<sup>58</sup> and Pope and Keen (1981),<sup>59</sup> give useful and detailed accounts of these variations. Recently Phillips (1989),<sup>60</sup> provides a critical comment on some uses of RGT which seem to ignore or conflict with the premises of Personal Construct Psychology which grew out of the work of George Kelly.

Kelly's concern was with enabling his patients to understand their attitudes to personal relationships by using, as the basic elements of RGT, the significant people in the life of a patient. Since then RGT has been used with a variety of elements : Easterby-Smith, 1981,<sup>61</sup> has used parts of a job in personnel management; Pope and Keen, 1981,<sup>62</sup> give examples of its use for vocational guidance and training, teaching assessment, as well as management related fields; and Evans, Yates and Jones, 1986,<sup>63</sup> used it in raising perceptual awareness amongst women and girls.

Effectively, particularly with the development of computer grid programs, the need for users of RGT to arrive at its use through Kelly's work or even from a similar philosophic standpoint has been removed.

Recognizing the personal way in which individuals do construe their world and interpreting the data with this in mind is fundamental to this study.

Where RGT is used freed from the above it can become a substitute for questionnaire techniques in circumstances where the associated statistical techniques appropriate to large scale research cannot be used. In this form repertory grid must be justified in the same way that the use of questionnaires would be.

What is lost by such use is the possibility of understanding the uniqueness of meaning of the constructs for the individual. Norris, 1982,<sup>64</sup> even suggesting that such meaning is not of importance.

- it is usually not essential for research studies that the researcher should understand the meaning of the constructs for the respondent.<sup>21</sup>

The present writer's research requires such 'understanding' with due recognition that such shared understanding whilst possible may not occur, due to the uniqueness of individual responses, a clear example of this occurring in the initial trials, see 5.2.2.3, in Anna's and Tina's elicitations.

Elicitation procedures are time consuming and hence are only possible with small numbers of subjects. This seems to be appropriate for a numerically small potential subject group. In one large scale piece of research within Home Economics considerable skew was placed on the questionnaire results because 40% of the respondents did precisely the same job, see the AHE (1982)<sup>65</sup> research.

Detailed individual grids may also be of benefit to some respondents in their work. Most Home Economists work relatively isolated from fellow specialists, and hence rarely have the opportunity to reflect on personal practice as H.Ec. professionals.

Use of RGT in freer form does impose the necessity of remaining open to the implications that reconstruing holds for the use of grids. Grids are the result of the thinking at that time of one individual, the assumption of continued change must be held as a possibility within any use that is made of particular grids. The aim is not to 'pigeon-hole' individuals but to illuminate their current thinking.

Methodological issues in the use of repertory grid are discussed under the following headings:-

Choice of elements

Choice of constructs

Grid computation

Elicitation procedure

### Choice of elements.

A variety of methods of obtaining elements, see Shaw (1981),<sup>66</sup> are available:

Individual elicitation

Negotiated elicitation

Experimenter supplied

Experimenter defined 'pool' of elements

Role descriptions.

The use of Experimenter supplied elements was rejected as precluding subjects' individual responses.

Trials of the other ways of obtaining elements were made, see discussion under 5.2.2.3 below, each trial being considered to ensure Elements would be

i) appropriately selected

and ii) internally valid

whichever method of obtaining them was used. Easterby-Smith (1981)<sup>67</sup> gives the following criteria for internal validity in the selection of elements:

a) elements must be comprehensible, i.e. specific

within the experience of the subject;

b) representative of the area investigated;

c) span the appropriate field;

d) homogenous, i.e. within the range of convenience of the constructs;

e) central to the subject in the context of the problem.

The greater the involvement of subjects in the choice and definition of elements the more likely it is that these internal criteria will be met. Subjects' involvement in choice and definition of elements is also likely to result in larger grids. Small grids do not meet the minimal computational requirements of most computer programmes. Both these points are considered further under 5.2.2.3.

### Choice of constructs.

Allowing subjects to elicit their own constructs requires that the

subject and researcher agree the purpose of construing. Without such agreement as Pope and Keen (1981)<sup>68</sup> suggest the meaning assigned to the words used may differ between the two individuals. It is thus important to establish the purpose of the grid and, as researcher, ensure that individuals retain that focus during the elicitation procedure.

Constructs must be applicable to all elements and relevant to the subject. Hinkle (1971)<sup>69</sup> gives criteria for the choice of constructs so that they have, for the subject who uses them:-

- i) practical utility checked by predictive efficiency;
- ii) the ability to implement imaginative action;
- iii) a new range possible from the real past.

Arriving at this erected, not inherent, world of alternatives can be aided by the process of laddering. This is the posing, to the subject, questions of

Which? and Why? in relation to constructs to discover  
greater generality;

and What? and How? to arrive at more specific constructs.

Whilst the number of constructs a subject may hold about any set of elements will vary with the individual the size of the elicited grid will be a factor. Insufficient or inappropriate elements will reduce the likelihood of Hinkle's criteria being met. This point is discussed further in section 5.2.2.3.

#### Grid computation.

Gaines, in the Foreword to Shaw 1980 states that :-

The use of an interactive computer to implement and  
extend Kelly's 'repertory grid' technique [both] makes  
it more accessible and practically useful.<sup>70</sup>

The accessibility of programs, a range of which are described in Shaw, meant some initial selection was necessary.

Initially advice was obtained from M. Pope (I.E.T. University of Surrey)



and from reading Shaw 1980,<sup>71</sup> Pope and Keen's<sup>72</sup> book was also used at a slightly later stage. The intention was to arrive at grids that could be analysed by a computer program.

Selection of the most 'practically useful' program was made as follows:-

- i) to use programs that departed least from Kelly's intentions that individuals should elicit their own elements and constructs;
- ii) any program used had to allow paper and pencil elicitation as access to a computer key-board could not be guaranteed for most subjects;
- iii) to use results to arrive at a group perspective on the subject field, perhaps even an 'authority' model as Shaw (1980)<sup>73</sup> suggests is possible.

In order to meet the statistical requirements of analysis via a computer program time must be available to elicit a large enough grid. Without a grid of sufficient size the consideration of the internal validity of the grid becomes academic as analysis will be suspect. Hand analysis can be used but again a sufficiently large matrix is desirable.

When the assumptions of grid integrity are met the results must be treated with caution. Interpretation of the patterns in the grid analysis are a more important focus than the statistical data on the computer print-out. Care must be taken not to invest the elicitation with more status and credibility than it warrants.

The print-out can highlight patterns which might be difficult to establish otherwise but should be read in conjunction with the evidence of the transcript of the elicitation itself.

#### Elicitation procedure.

Prior to elicitation sufficient time, 1½-2 hours, to complete both a trial and actual grid must be negotiated with subjects. Permission to tape record must also be obtained and all subjects must be assured of confidentiality. All individuals referred to in the rest of this study have been

given 3 or 4 letter female names to ensure their anonymity.

Care should be taken in establishing that the subject can change the grid during construing so that it does remain an open-ended procedure.

The first necessity on the part of the researcher is to ensure an ability to elicit grids by a sound and reliable technique. Experience was gained in grid elicitation and is discussed further in section 5.2.2.3 below.

### 5.2.2.3. Repertory Grid Technique : Trial Use.

The unlikeliness of the opportunity to bring subjects to a computer keyboard running an RGT program eliminated a number of programs from possible use. Initial trials with programs allowing paper and pencil elicitations were undertaken, the two programs being considered to be most likely to be useful being Sociogrids and Focus.

The Sociogrids program, given that subjects use a common set of elements which hold an agreed shared meaning, enables similarities and differences in construing between group members to be highlighted. The underlying assumption is based on Kelly's commonality corollary, Kelly (1963),<sup>74</sup> recognizes that the social world of the individual will affect their construing. In Shaw's terms the shared elements of a small group of people will provide a 'universe of discourse', 1980,<sup>75</sup> within which they can understand their similarities and differences of thinking.

Pope and Keen (1981)<sup>76</sup> give a concise summary of the programs and Shaw (1980)<sup>77</sup> gives further details. A common set of elements may be provided or negotiated by the group concerned. Each individual in the group can be provided with a Focus-ed Grid and the most commonly used Constructs by all members of the group can be shown in a Mode Grid which shows not averages but shared construing of Constructs.

The Focus program enables the raw data of an individual's elicitation to be analysed, again Pope and Keen (1981)<sup>78</sup> provide a useful summary with further detail available in Shaw (1980).<sup>79</sup> The program print-out provides

a useful focus for feedback to individuals and is thus a highly reflective tool.

The patterns highlighted by the 'tree diagrams' of the print-out show the clustering of the Elements and Constructs and often highlight overarching significant constructs. Feedback and discussion with individuals allows further consideration of the meaning of the constructs and the interconnections between them.

Seven home economics degree students were asked to act as subjects for the trials. The format for these is shown in Table 5.3 below.

Table 5.3. Elicitation Procedures and Program Analysis for Repertory Grid Analysis. (Trial Stage).

Elicitation Code	Number of Respondents	Time of Interview	Computer Program	Elements Supplied/Elicited	Constructs Supplied/Elicited	Trial Elicitation Sheet
GROUP 1: 5 first year students	5	1½ hours	SOCIO-GRIDS	SUPPLIED	INDIVIDUALLY ELICITED	✓
ANNA: a mature second year student	1	1½ hours	FOCUS	SUPPLIED	ELICITED	✓
TINA: a mature third year student	1	1½ hours	FOCUS	ELICITED AND NEGOTIATED	ELICITED	✓

All subjects agreed to give at least 1½ hours to the procedure. All elicitations were tape-recorded with subjects' prior agreement and assurances of anonymity.

Tape-recordings were transcribed and subjects were provided with a copy of the transcript, and the elicitation sheet as well as the computer print-out. All subjects were offered the opportunity to discuss these further, only two of group one did not take the opportunity to do this.

The tape, tape-transcript and grid with computer print-out were coded to ensure confidentiality, short female names being used as the code.

To reduce any test threat, a possible problem noted by Pope and Keen (1981),<sup>80</sup> from the beginning of the procedure coffee was provided. Little time was needed with either Anna or Tina for personal introduction as these students had known the researcher for a year. The first year students were in their first term and did not know me so some time was spent in ensuring that they understood the nature of the activity, i.e. it was not a test.

The elicitation process followed the procedure discussed above, the trial grid requiring some 15 minutes to elicit to clarify the procedure.

The raw grid elicitations and computer print-outs for the individual subjects, Tina and Anna, are included as shown in Table 5.4 below. For Group 1 their Mode grid and the relevant constructs from individual's grids are included as shown in Table 5.4 below.

Table 5.4. Grid elicitations of Trial Subjects.

Subject	Page Reference	
	Grid & Construct Tree	Raw Grid
Group 1	Figure 5.1, p.157 (Mode grid)	Table 5.5, p.156
Anna	Figure 5.2, p.163 (Focus-ed grid)	Table 5.6, p.162
Tina	Figure 5.3, p.167 (Focus-ed grid)	Table 5.7, p.166

Group 1 trial.

The elements for these subjects were supplied role descriptions to provide subjects with the shared elements for group elicitation. Job descriptions, as listed below, were arrived at from the AHE research report (1981) which gives descriptions of H.Ec. professional occupations<sup>81</sup> under 8 headings.

## 10 Job Descriptions.

Job descriptions A, C, D, E, F, G, I, J were used with Group 1.

Job descriptions B and H were added for use with Anna.

**A Home Economist. Recipe Development for Magazine Articles.**

Use branded products/new products in series of recipes.  
Test recipes and develop instructions.  
Food preparation for photography for magazine.  
Long-term planning of articles - 6 months ahead.  
Some demonstrations/talks to small groups of magazine readers.

**B Social Worker with a Local Authority.**

Case load of own clients.  
Usually specialist in one area of law, social welfare provisions,  
and local provisions as these affect one type of client.  
Liaison with G.P's, Probation Officers etc. for own clients.  
Maintain contact with other Social Workers in area.  
Maintain written reports.

**C Home Service Adviser for Gas/Electricity Board.**

Able to use and demonstrate all equipment.  
Demonstrate use to groups, schools etc.  
Involvement in promotional work.  
Answer consumer queries on use, care and purchase in showrooms  
or own home.

**D Home Economist with detergent manufacturers.**

Testing new products and development of these with research  
department.  
In use tests of products with housewife panel, laundry equipment,  
new fabrics.  
Development of instructional and sales literature for sales  
department.  
Answering consumer enquiry problems.  
Lecturing/demonstrating to groups.  
Administration of, and welfare staff within department.

**E Head of Home Economics Department in Large Comprehensive School.**

Responsible for curriculum planning within department,  
co-operation with other departments, all examination entries,  
departmental expenditure.  
Deployment of staff to ensure specialized needs of groups of  
children.  
Welfare of staff, safety of department, own teaching.  
School activities, e.g. catering, form teacher.

**F Research Officer within Home Economics University Department.**

Conduct research in association with the professor of the department.

Some lecturing to students.

Attend conferences, write papers, host visitors.

Also registered with University for external higher degree.

**G Home Economist with Advertising Agency.**

Providing items to specified brief. Perhaps some say in development of brief.

Presentation of items - often food/beverages within constraints/demands of advertiser, photographer etc.

Hosting and socializing to develop agency work, especially at trade fairs etc.

**H Interior Decorator with large wallpaper manufacturer.**

Incorporates and initiates fashion trends in design work.

Designs six months to a year ahead for

a) specified target markets

b) particular price ranges

c) incorporating new materials and manufacturing techniques.

**I Home Help Organizer**

Deploying home helps most effectively and where most needed.

Planning and possibly undertaking training of home helps.

Interviewing and employing home helps.

Organization of administration within office.

Liaison with local doctors, hospitals, social workers.

Liaison with clients using Home Help Service.

**J Assistant Home Economist in Quality Control Department of Supermarket Chain.**

Set up taste panel on planned new products and report back to buyers.

Comparative evaluation tests on own label/branded products.

Recipe development for in-store leaflets, newspaper articles.

Instruction for own label products.

Table 5.5 The Group 1 individual construct statements shown  
in the Figure 5.1 Mode Grid.

Individual subject		Construct Statements		Mode Construct No.
No.	Construct No.	Same	Different	
5	3	Work alone	Deal with people	12 R
3	3	Isolated, work alone	Have to deal with people	13 R
4	5	Each individual concerned with 1 aspect of subject	Concerned with any aspect of the subject	10 R
5	5	Demonstration, promotional	Mainly academic	14 R
4	1	Work with different classes of people	Market particular products	11
2	3	Work on own, organizational	Research and profession orientated	2
5	1	Job provides service	Contact with public	1
1	5	Impart subject knowledge	Industry- testing	3
2	6	Work relevant to housewives	Responsible to self	7 R
3	1	Deploy, manage people	Less personal, work with things	4
2	4	Specified subject development	Demonstrate to consumers	5 R
4	4	Impart subject knowledge	Industrial developments	6
5	2	Responsible to self	Test consumer use	9
2	1	Demonstrate to benefit people practically	More concerned to market products	8

Figure 5.1

The Mode Grid from five home economics degree

students' shared elicitations.

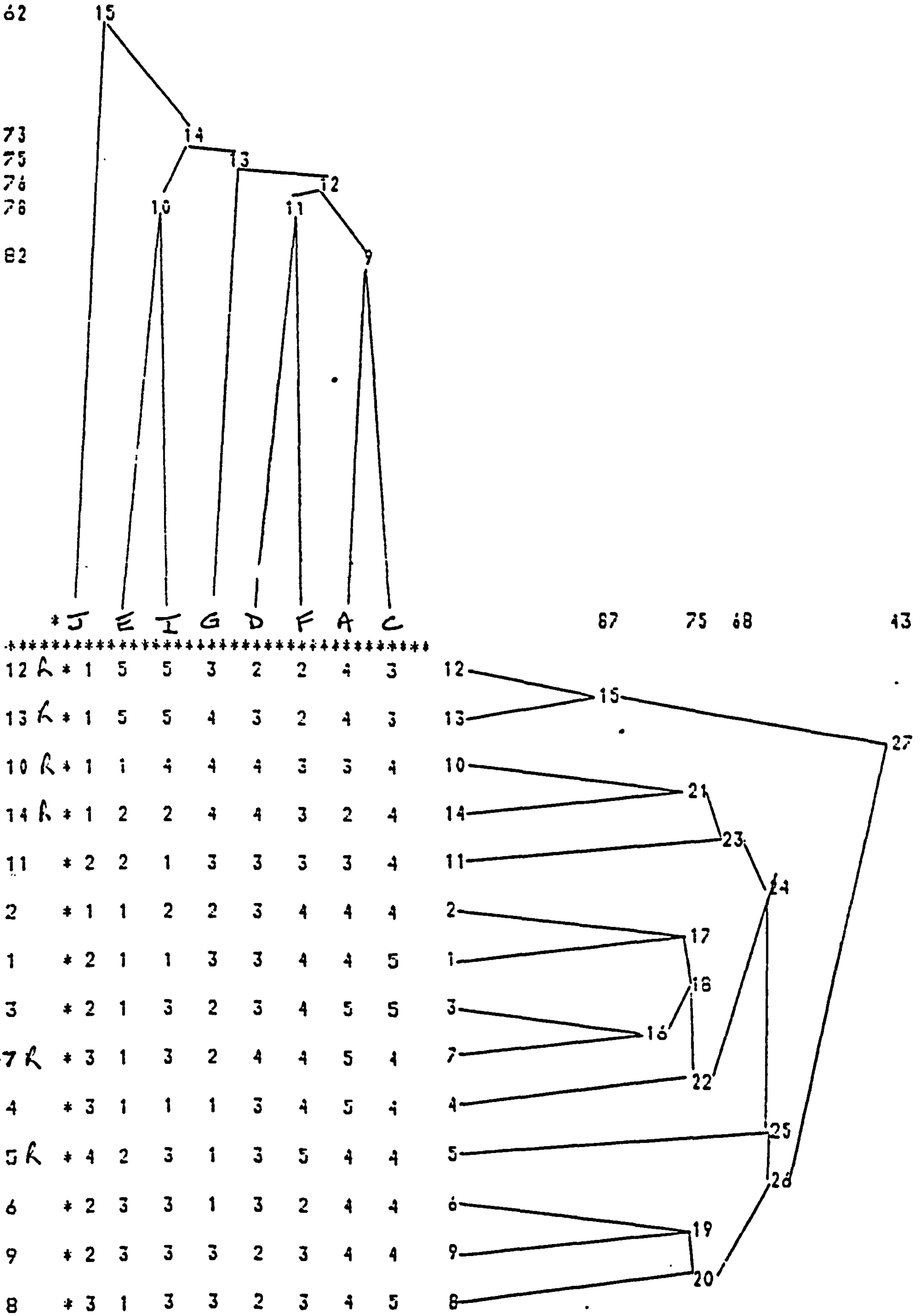




Figure 5.1 shows the Mode Grid for Group 1. The Element Tree on both Mode (Group) or Focus-ed (Individual) Grids illustrates the links made between the Elements, A - J, at the top of the table of numbers. These are discussed first followed by discussion of the Construct Tree which shows the links between the Constructs elicited by individuals or the group. Each individual's raw grid showing the constructs elicited is placed facing their Focus-ed Grid. In the case of Group 1 the specific individual's constructs, shown down the side of the table of numbers, is given in Table 5.5. Thus Construct 12 is Individual 5's Construct number 3. Where computation indicates it is required, an R on the table of numbers, the construct statement, as with number 12, is reversed.

Discussion of all elicitations begins with the Element Tree followed by the Construct Tree.

The links Group 1 made between the job descriptions which were the provided elements is shown in the Element Tree in Figure 5.1 and are discussed next.

Element J: Home Economist in a Quality Control Department of a Supermarket was less entailed in the Element Clusters than other elements, suggesting that students had little clear understanding of this job.

It was evident from the tape transcript that understanding of all these jobs was limited.

No one offered any distinction between the level and type of work she might undertake as a graduate compared with that of a Home Service Adviser which is a starting grade job for which a Degree qualification is not essential.

As graduates these students might anticipate moving into jobs such as J when qualified but again showed little awareness of the importance of this type of employment in shaping their degree course content.

Some doubts were also expressed about the work of F: Research Officer within Home Economics University Department. (All quotes are referenced to

show the transcript page number and tape cassette meter reading.)

7.536 Subject 1: I mean take the Research Officer  
it is difficult to know what her job involves.

General agreement from the group.

At the end of the elicitation the following point was raised by  
the researcher :-

8.548: - because several of these jobs, once you know  
about the field of Home Economics, are identifiable  
people. So if you ask people who are knowledgeable  
they tend to think of the person not the job.

To which Subject 3 replied:-

8.560: - That's like me for A (recipe development).

Most subjects also agreed that they were thinking of a specific Head of  
Home Economics department within a school for E.

The link of Element E to I: Home Help Organizer at Element Cluster 10  
of the Element Tree in Figure 5 is an indication that the personal  
characteristics of both E and I were being considered by students rather  
than the actual job descriptions. Of E student 2 stated:

3.290: - she really needs to be very caring, to  
really want to help people, and look after them.

A similar point was made of I by student 1.

This would suggest that the job role descriptions for at least E and I  
lacked a recognition of the importance of personal characteristics for the  
job role.

The print-out of the Element Tree in Figure 5 must be regarded with  
some caution because of Group 1's less than clear understanding of the Job  
Roles.

The provision of time for a group to discuss provided elements is  
obviously crucial to a satisfactory elicitation. From the evidence of  
this trial it was decided that where Elements were provided for a group a  
two-stage elicitation would be appropriate.

The usefulness of the Construct Tree in Figure 5 must also be questioned because of both the students' restricted understanding of Elements and the limited time available for them as a group to elicit constructs.

In the second part of a two-stage elicitation more time in which to support individuals through an elicitation would ensure that a larger number of constructs were elicited and that these were discussed more fully by individuals. This procedure was adopted with the Teacher group, see Chapter Seven, thus avoiding the problem of clarifying with individuals the reasons for their use of the rating scale.

An example of this was Subject 1 who used the extreme ends of the rating scale for three of her constructs. It is not possible from the tape transcript to know whether this is due to her being unable to generate adequate constructs or because that is her style of thinking. That distinction is important in interpreting a grid correctly.

In looking at a grid both the pattern (tree), which links the elements or constructs and the % level at which these link is important in understanding the subject's thinking. As a very general guide clusters between about 75% and 45% levels are usually the ones of most significance to an individual; the higher the % level at which clusters form the less likely it is that the subject has made a clear distinction between elements or constructs in his thinking.

Thus the Construct Tree in Figure 5.1 indicates that the distinctions between constructs by Group 1 are restricted.

Construct Cluster 19 shows the Mode Construct form, see Table 5.5 on p.146 :

Student 4's Construct 4

'Impart subject knowledge' ✓ 'Industrial developments'

and Student 5's Construct 2

'Responsible to self' ✓ 'Test consumer use'

The restricted discussion of these constructs provides little information for further consideration.

Student 4's Construct 4 distinguishing between "imparting of home economics knowledge" and "industry based" jobs is not supported by tape discussion nor is Student 5's Construct 2 distinction between jobs where individuals are: "responsible to themselves" from other jobs which are seen as 'directed'.

Thus the link of these two constructs to Student 2's Construct 1 at Construct Cluster 20 provides insufficient basis for discussion of what shared thinking is indicated for these 3 students.

Without sufficient discussion of how individuals have arrived at their own constructs the use of Sociogrids program to generate a Mode grid is inappropriate. The Teacher Group, discussed in Chapter Seven, was provided with an appropriate time in which to generate an adequate Focus-ed grid and hence contribute to a group Mode grid.

#### Anna trial.

Element B: Social Worker with a Local Authority and Element H: Interior Designer, 2 non-Home Economics jobs, were added for the Anna elicitation as interim reading, Easterby-Smith (1981),<sup>82</sup> suggested that too close a similarity of elements presented difficulties for subjects in identifying contrast poles. Problems in transferring information accurately which arose with Group 1 were overcome by a triadic card sort procedure with Anna as suggested in Pope and Keen (1981).<sup>83</sup> The elicitation was analysed using the Focus program, see Table 5.6 for the raw grid and Figure 5.2 for the Focus-ed Grid.

From the Focus-ed Grid it can be seen that Anna linked all but two elements by the 75% level:

Table 5.6.

Anna: Elements (role descriptions)

and Constructs. (Raw Grid)

		Recipe Development	Social Worker	Home Service Adviser	with Detergent Manufacturer	Head of Department in Comprehensive School	Research Officer in University Department	Home Economics within Advertising Agency	Interior Designer	Home Help Organiser	Assistant Home Economists Quality Control of Super-market Chain.
		A	B	C	D	E	F	G	H	I	J
	<u>Same</u>										
R1	<u>D.G.</u> Both Promote the sales of product.	5	4	4	1	3	5	1	2	4	1
2	<u>C.H.</u> Entails travelling to homes.	3	3	1	2	4	4	6	1	2	5
R3	<u>G.J.</u> Both concerned with promotion of sales.	3	4	5	2	4	4	1	4	5	1
4	<u>C.B.</u> Involves mixed interaction with community.	2	1	1	5	3	3	4	3	1	4
5	<u>F.I.</u> Interested in growth of community.	5	2	2	4	1	1	4	3	1	4
R6	<u>H.J.</u> Community help project Business minded.	2	4	4	2	3	3	2	1	5	1

Different

A.  
Own initiative.

G.  
In the office.

C.  
Advises without bias.

D.  
Advertises product at any cost.

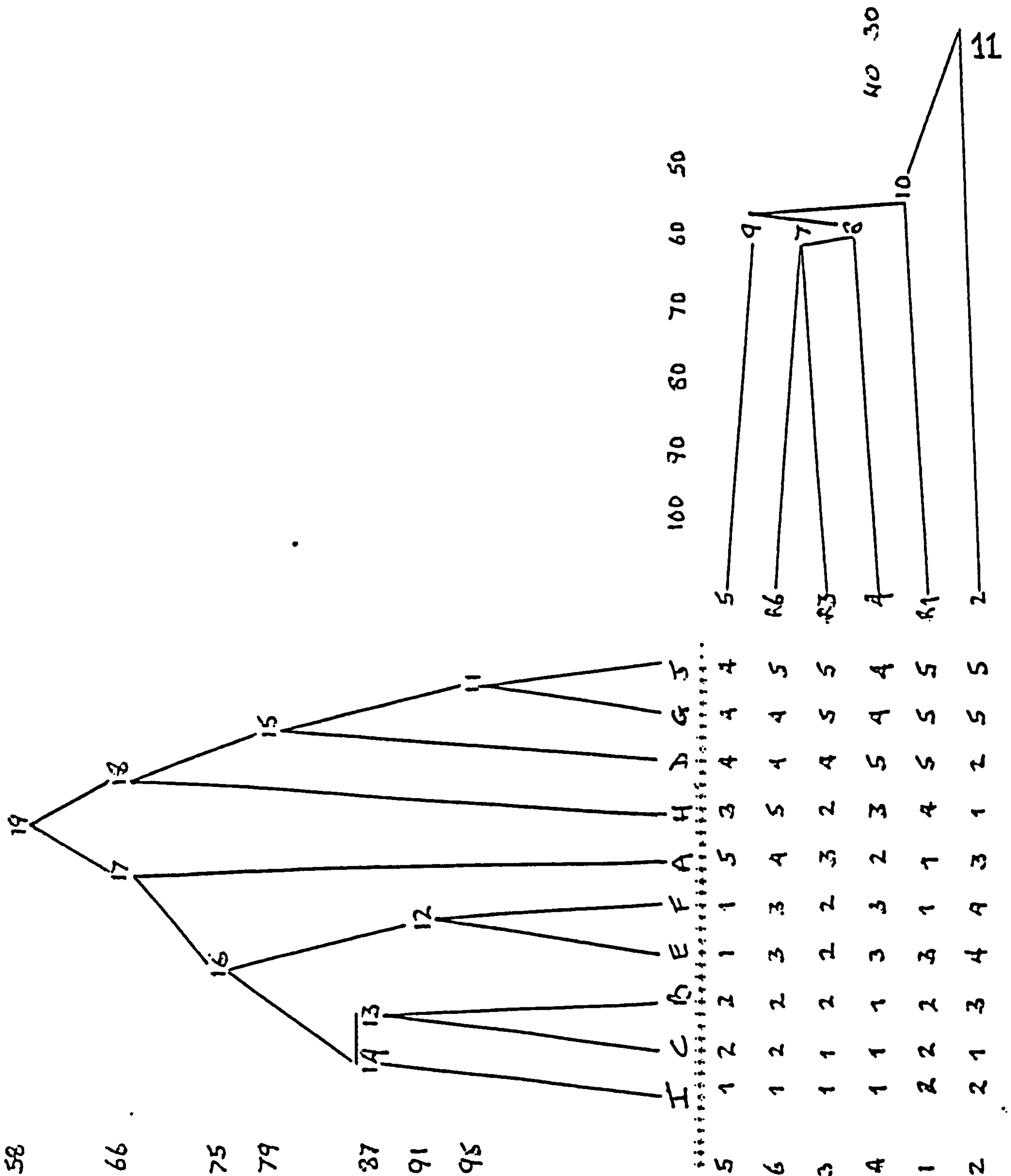
A.  
Makes Profits.

I.  
Community help project.

Table 5.2. (ANNA). Focus-ed Grid showing Elements and Construct Trees.

Elements.

- A Home Economist. Recipe Development for Magazine Articles.
- B Social Worker with a Local Authority.
- C Home Service Adviser for Gas/Electricity Board.
- D Home Economist with a Detergent Manufacturer.
- E Head of Home Economics Dept. in Comprehensive School.
- F Research Officer within Home Economics University Dept.
- G Home Economist with an Advertising Agency.
- H Interior Decorator.
- I Home Help Organizer.
- J Asst. Home Economist in Quality Control dept. of Supermarket Chain.



Element Cluster 15 links three Home Economists' jobs:

D: Home Economist working with a detergent manufacturer;  
with G: Home Economist with an advertising agency;  
and J: Home Economist working in quality control.

Of Job D Anna stated:

2.040:- contents of product is made up. The person here is trying to show them the different ways of using a particular thing, or choosing some new variety or product.

Of Jobs G and J Anna stated:

Jobs G & J. p.4. 145:- the people are trying to get people to buy their goods.

The eventual link of these elements to Element H: Interior Decorator at Element Cluster 18 suggests that the inclusion of this Element as a potential contrast pole was not successful. Anna stated of Job H: Interior Designer that it was about:

12.580:- thinking business. This is business - not a community held project.

When you say business you mean?

Profit.

The nature of Anna's understanding of other job descriptions became clear through the elicitation.

When asked what the role of C - Home Service Adviser was it became clear that Anna was using her own definitions of roles, not those provided.

p.4. 150:- (gives) advice after the goods are bought.

155:- The others have their goods and want somebody to buy it. -- do their best to get rid of it, but the Home Service Adviser has no bias as such.

Without the information on the tape transcript this would not have been clear. For the purposes of this study accurate transcription of tape recorded interviews is essential in order to ensure understanding of each individual's thinking.

Anna completed six constructs in the time available, too small a number to make computation worthwhile as few interesting grid patterns are likely to be produced from such a database.

Time with the third subject, Tina, was negotiated to allow for elicitation of more constructs.

Despite the slightly greater distinctions made by Anna between elements than was made by Group 1 the impression received in both elicitations was one of discomfort for the subjects in handling the job descriptions. Despite this all subjects expressed their opinion, in discussion after the elicitations, that the procedure had made them think about their views of Home Economics and was in that sense useful.

As students their knowledge of jobs may have been limited. Repertory grid research where role description elements have been used has been based on negotiated elements from a group familiar with a series of specific tasks rather than with broad job descriptions. (see Marathon Knitwear Study in Shaw 1980<sup>84</sup> for example.)

For the third trial a Focus-ed grid using the subject's own elicitation of elements was undertaken, the elements being the characteristics required by Home Economists in their job roles.

#### Tina trial.

The 6 elements, A - F of the elements in Table 5.7 below were initially elicited by Tina. For purposes of computation 2 further elements, G and H were negotiated. Again a triadic card sort procedure was used, Tina writing her elements directly onto these cards.



Table 5.7.

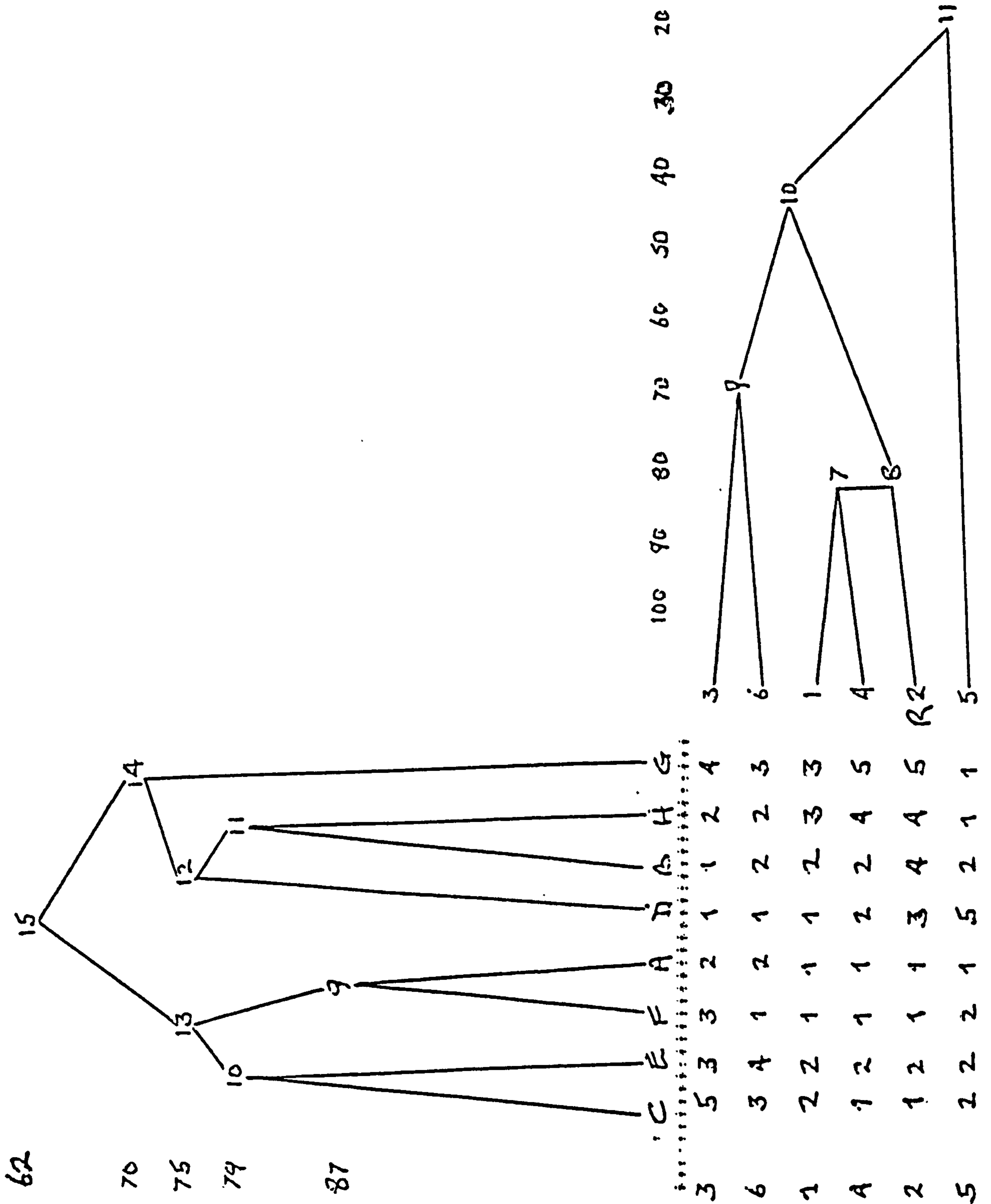
Tina: Elements and  
Constructs. (Raw Grid)

	Communication (across social levels)										
	A	B	C	D	E	F	G	H	I	J	
<u>AD</u> "People based" people essential.	1	2	2	1	2	1	5	3			<u>G</u> Working mainly on own.
<u>HG</u> Specific knowledge base.	5	2	5	3	4	5	1	2			<u>C</u> General knowledge base.
<u>BD</u> Character trait.	2	1	5	1	3	3	4	2			<u>C</u> Learned character- istic.
<u>AC</u> Social/society type skills.	1	2	1	2	2	1	5	4			<u>G</u> High academic skills.
<u>GH</u> Working with people.	1	2	2	5	2	2	1	1			<u>D</u> Not work- ing with as many people.
<u>DF</u> Basic personal- ity?	2	2	5	1	4	1	3	2			<u>C</u> Learned skills.

Figure 5.3. (TINA). Focus-ed Grid showing Elements and Construct Trees.

Elements.

- A Communication (across social levels).
- B Conforming.
- C Skill (breadth and depth).
- D Confident.
- E Versatility.
- F Liaison in Community.
- G Developing research areas.
- H Doers not verbalizers.



In the extra time negotiated with Tina only six constructs were completed. It was evident that 1½ hours is the minimum time to negotiate with a subject.

In circumstances where an adequate number of constructs are unlikely to be generated, i.e. because of unfavourable circumstances or lack of time, then the use of grid elicitation is unlikely to be appropriate. In negotiating time with subjects for this study this point was borne in mind.

The elicitation of her own elements did result in a much clearer understanding by the researcher of Tina's thinking compared with that of Group 1 or Anna.

The elements were selected as descriptive of the skills necessary to a H.Ec. professional. Tina's definitions of these are given below.

#### A Communication

p.2 020: (able to) communicate across social levels  
has to be adaptable and dynamic.

026: she's got to be able to judge amount of  
information - so as not to confuse - and (know) the level.

#### B Conforming

p.4 065: I don't think they should but they conform -  
conventional - middle of the road.

#### C Skill

p.2 026: I think from the nature of her work she has a  
very broad base of knowledge and in different areas.

p.5 110: needs familiarity, confidence with nutrition  
social science. She would be fairly well equipped to  
cope with those broad issues.

#### D Confident

p.2 026: She has got to be very unflappable.

#### E Versatility

p.3 045: Versatile skills, basically needs to know how  
things work and why things work -

## F Liaison with the community

p.6 120: Liase between the professional and the ordinary person - the housewife.

## Negotiated Elements

### G Developing a research area

p.10 205: Only in strictly physical terms in domestic environment. P\_\_\_\_\_ on chip pan fires.

### H Doers not Verbalizers

p.10 220: (Me: they claim that their expertise requires them to do practical things rather than be communicators in the sense of verbalizers).

Tina: at a first level that's true but not at a second.

Yes, - - uhm, - -

With due regard to the restricted pattern which the Element Tree in Figure 5 shows Element Clusters 12. is discussed below as this indicates the importance for Tina of character traits when thinking about job roles.

Element Cluster 12 illustrates this, linking Elements:

D: Confident

with B: Conforming

and H: Doer not Verbalizer

but showing little differentiation at 75% level. Tina explained that she felt that H was a character trait:

p.17 587: The Doer not Verbalizer is more a character trait, I don't see it as learnt.

Tina's Elements were stated in very general terms which do not necessarily indicate specific home economics characteristics, many jobs require the ability to communicate : Element A.

In negotiating elements with subjects for this study discussion of their individual job description would ensure the elicitation of appropriate elements.

From Tina's elicitation of constructs the distinction between character traits and home economics learned skills was beginning to emerge in Construct Cluster 9. Construct 3 distinguished between 'character trait' and 'learned characteristic' and Construct 6 between 'basic personality' and 'learned skills'.

The repetition of this distinction in Tina's thinking was evident in other clusters indicating the limited usefulness of the elements for the purposes of the elicitation.

#### Elicitation procedure.

Along with the evident need to ensure longer time with subjects for elicitation of grids, actual elicitation procedures were also important. The use of sort cards and an appropriate grid format whilst useful were less important than concise and clear verbal instructions to subjects and questioning techniques - laddering - that helped them express their thinking. Monitoring of some 8 early interview tapes as well as the three Trials high-lighted what might be termed "successful practice" for the researcher.

The post elicitation time for transcription of tape-recordings was longer than had been anticipated. The further interest of subjects in the results of their elicitations was also an unexpected time pressure and one to be borne in mind if RGT is to be used for more than just the researcher's research needs!

#### Choice of elements.

In listening to the tape recordings a major procedural flaw is evident, that of moving too quickly into elicitation of constructs without having established what the subject understands by the Elements. Where subjects elicit their own elements, as did Tina, this can be a major problem for the researcher.

The difficulty Tina had with the negotiated elements, and Group 1 and Anna had with supplied elements, suggest that in order to obtain detailed responses free elicitation of elements is necessary or much longer time in clarifying the meaning of the defined elements.

### Eliciting Constructs.

There is little evidence in the transcripts of the use of a laddering technique to aid subjects' elicitation of constructs. As this is an essential skill its lack reduces the usefulness of the elicitations considerably. Re-playing of the Trial tapes many times helped to pin-point where such 'laddering' might have occurred.

With both Elements and Constructs a further important consideration is that of their internal validity.

Initial appropriate selection of Elements is a key to the elicitation of constructs. A further key is in ensuring that the subject does not feel pressured by lack of time.

Used in appropriate circumstances RGT provides a framework which catalyses subjects' thinking in individual ways and provides a range of different perspectives from which the researcher may consider the subject area.

Given this and Phillips' (1989)<sup>85</sup> point that:

The repertory grid gives a snapshot of part of an individual's overall construct system and, in line with the theoretical expectations, such a snapshot will be open to change.

Careful use of RGT should provide the present writer with a 'pool' of elements descriptive of some aspects of H.Ec. professional practice from which H.Ec. educators can reflect upon their understanding of H.Ec. school practice.

The following sections describe the procedures for data collection within the main empirical study in relation to the three principal research issues, see i - iii on p. 137.

#### 5.2.3. Data Collection Procedures.

5.2.3.1. Data Collection Procedures for the Research Issues  
concerned with understanding H.Ec. professional practice.

Identification of H.Ec. professionals working in areas where they were potentially developing new professional norms was required in order to arrange repertory grid elicitations with a number of these.

The H.Ec. professional list of contacts which was eventually drawn up was arrived at with due regard to Issue 1) concerned with the H.Ec. professional practice as outlines in section 5.2.1. p. 137 .

In Table 4.4, p. 112 , the latest available survey at the time, AHE 1982, showed an extension of range of employment opportunities compared with those listed by Reynard 1947. Job titles whilst appearing to show growth in variety of employment within specific areas can be misleading and could therefore not be taken as indicators of new developing norms.

Access to the patterns of industrial placement and subsequent first employment opportunities for University of Surrey home economics students confirmed the AHE suggested extended range, see Table 5.8 below.

Discussion with both staff and students, particularly Dr. M. Parry, the Industrial Tutor within the department, identified those students working in areas considered to be illustrative of potentially new professional norms.

Two areas emerged, one in the area of product development:

in Table 5.8 Appliances - research and development; and

Food research,

and the other in social welfare:

in Table 5.8 Housing;

and Social Services.

Both these areas were evident in providing unique contributions in the individual questionnaire responses in the AHE 1982 survey, see Section 5.2.2.1, p. 138 above, for previous discussion.

Table 5.8.

## Home Economics Industrial Placement and First

## Employment patterns : University of Surrey.

Employment by	A: Undergraduate industrial placements (2x6 months or 1 year)									B: Graduate first employment					
	1972 73	73 74	74 75	75 76	76 77	77 78	78 79	79 80	80 81	74 75	75 76	76 77	77 78	78 79	79 90
No. of students	14	12	14	16	23	24	31	23	31	10	11	13	16	22	20
General Degree Use	2		1	1			5	2	6			2	5	7	4
Retail	2		1	1	2	5	1	3	3		2	1	1		1
Consumer	3	2	3	4	5	3	1	2	1	4	4	5		2	1
Housing	1	1	1	1	1	2	2	3	2		1	1	1	1	
Social Services	2	2	1	2	1	1	2	1	1	2		1			1
Appliances R & D	3	2	2	2	2	3	6	3	1	1		1			1
Appliances Retail	3	2	2	1	2	5	8	3	2				2		2
Food Research	2	2	4	3	6	3	3	1	2	1		1	1	2	1
Food Retail	3	5	4	4	6	6	12	7	7		2		4	4	4
Journalism	1	2	2	2	2	2	2	2	4		1	1	1	2	1
Other	2	1	2	1	1	3	4	1	1	3	1		1	4	3
Scholarships, etc.															

(Source: Home Economics Department, University of Surrey).



The movement of H.Ec. professionals into new areas of employment may be associated with changed patterns of professional training. Table 5.8 does not altogether substantiate such an association, many students selecting 'traditional' areas of employment for a variety of reasons which are personal as much as professional.

For this reason H.Ec. professionals qualifying at other higher education institutions were also sought. Industrial tutors, at two higher education institutes in particular, were of great help.

A literature search of job advertisements for the previous two years was also conducted. Use was made of articles such as Ballantine's (1979)<sup>86</sup> in 'Home Economics' and Gray's (1971)<sup>87</sup> in 'Housecraft' which described specific individuals' H.Ec. professional employment.

From these sources a potential list of contacts was drawn up for the two areas "product development" and "social welfare".

The limited numbers of individual H.Ec. professionals identified, in what is in any case a small professional field, made anonymity for potential research subjects difficult. Selection of subjects who had qualified at a number of higher education institutions had the advantage of increasing this anonymity.

#### Selection of H.Ec. professionals as research subjects.

This list of potential contacts was not extensive but was too large for one researcher, both in terms of time and geography, to contact for repertory grid elicitation purposes.

Contact was initially made by letter, see Appendix 2, explaining the nature of the research and the time required for contact and, if the individual agreed to take part, the provision of a job description was requested.

Contact with H.Ec. professionals working in product development proved more difficult than with those working in social welfare. The difficulty

related to their employers' concern for product secrecy rather than any other factor.

Eventually three H.Ec. professionals who had been or were involved in product development, i.e. appliances, were found to act as research subjects. Of these two had jobs which were then quite unique in home-economics in Great Britain at least.

Seven H.Ec. professionals employed in areas of social welfare agreed to act as research subjects. Of these one had a job which was then unique to home economics and the others were working in areas where few H.Ec. professionals were then employed.

The late 1983 and 1984 one-day workshops undertaken by AHE, see discussion in section 4.2.3. p.108 above, were initiated by the AHE with the help of some of these seven H.Ec. professionals.

#### Contact with H.Ec. professionals.

The 10 H.Ec. professionals identified above as research subjects were grouped loosely by geographic region for purposes of visiting. All visits were undertaken between February 1983 and March 1984.

This geographic grouping enabled two further H.Ec. professional contacts to be included, both from areas of apparent growth in home economics employment; journalism and retail management.

All subjects agreed to visits of two hours and most gave up to an hour longer.

All subjects contacted agreed to the use of repertory grid elicitation and agreed to find an appropriate room for a sufficient length of time, 1½-2 hours. With seven of the subjects contacted these arrangements worked successfully, with the other five, for a variety of reasons, the arrangements were not satisfactory for the elicitation of repertory grids.

In the case of three subjects, Pat, Fay and Eva, no room had actually been provided, the expectation being that the elicitation procedure could occur in their normal working environments. These were shared offices with

continual interaction between occupants, visitors and the telephone.

With the first of these subjects, Pat, an initial attempt to begin an elicitation was quickly abandoned as the lack of uninterrupted time became evident.

All three of these subjects were co-operative, happy to be tape-recorded but only able to give time in between dealing with the administrative requirements of their jobs. They did not recognise these demands as a problem unlike Gwen and Emma, who, facing similar interruptions to their time, had arranged for colleagues to cover for them, while Jess and Dee had arranged to meet away from their work places.

Rather than abandon the arrangements completely interviews were conducted with Pat, Fay and Ena. With such a small potential subject pool it seemed inappropriate to ignore information gained from these interviews which are discussed in Chapter 6, section 6.4.

In one other case, Vera, the actual process of grid elicitation was not welcomed, being seen as very threatening. For this reason elicitation was immediately abandoned and an interview tape-recorded for subsequent use.

Finally, for subject Sue, the circumstances for elicitation were highly appropriate but the subject's enthusiasm to show the actual nature of her work led to most of the time being spent outside looking at it. The elicitation procedure had therefore to be abandoned in favour of an extemporary interview which was tape-recorded.

All five subjects interviewed were most co-operative in terms of discussing their actual professional roles and the tasks these involved.

The other subjects contacted undertook repertory grid elicitations in circumstances which allowed sufficient uninterrupted time for the completion of Focus-ed grids. Subjects were co-operative in discussing their work roles and the tasks these involved, see Chapter 6 section 6.3.

The small potential number of research subjects and the intention to use an open-ended research procedure could have been met equally by the use

of open-ended interviews rather than grid elicitation, many of the techniques being similar. Laddering, see Section 5.2.2.2. p. 144 for description, being equally applicable to both techniques.

The chief difference is that interviewing does not provide the in-built process of analysis provided by grid elicitation which both highlights significant aspects of elicitation and signals, via the computational procedure, the confidence with which these findings may be treated.

#### Repertory Grid Technique : the method used.

A paper and pencil elicitation procedure was used using a triadic card sort of elements to elicit constructs. The results were recorded on a grid similar to that shown in Appendix 1. These raw grids are shown in Chapter 6, section 6.3.1, for each subject. The numerical ratings from the raw grids were analysed using the Focus program, see Shaw (1980)<sup>88</sup>, for further details, and the resulting Element and Construct Tree print-outs are also shown in Chapter 6, section 6.3.1, for each subject.

All elicitations with subjects were tape-recorded with their prior permission and subsequently the tapes were transcribed. Transcripts, raw grids and computer print-outs were coded with a 3 or 4 letter female name.

All subjects received a copy of the tape transcript, raw grid and computer print-out with a brief description of how the three were linked.

The tape-recording and transcription of each elicitation provided a complete record of the elicitation procedure from which to consider the computer analysis of the raw grid.

Analysis of the data was undertaken to identify those areas of H.Ec. professional practice the subjects thought were of greatest significance to them as individuals in their jobs.

#### Interviews : the method used.

Many of the techniques used in RGT can be used equally well in interviews,

in particular laddering, see section 5.2.2.2 p. 144 for description, gives the interviewer a means of ensuring that the interviewee's attention does not stray from the main points of the interview.

Interviews with all subjects were open-ended and began as did grid elicitation from discussion of the brief job descriptions obtained from subjects on first contacting them. With the exception of the extemporaneous interviews undertaken with Sue a written check-list of points discussed was kept during the interview so that an idea of the information covered was available during the process of interviewing. This was particularly necessary when interviewing Pat, Fay and Ena whose attention was distracted by administrative concerns.

All interviews were transcribed and a copy of the transcript sent to each interviewee.

Analysis of transcripts was undertaken to supplement the analysis of the repertory grid elicitation. The results for each subject interviewed are shown in Chapter 6, section 6.4.

Both with grid elicitation and interviews the analysis of data from a small number of research subjects can be used only qualitatively. Either provide evidence of the professional norms developed by a subject in a particular professional context; these are exemplars and not averages of professional practice at one point in time.

#### 5.2.3.2. Data Collection Procedures for the Research Issues

Concerned with the development of H.Ec. school practice.

Issue ii, referred to in section 5.2.1 p.137, will be addressed by providing H.Ec. educators with exemplars of H.Ec. professional practice

via the pool of elements obtained from the H.Ec. professionals. Such a pool will provide H.Ec. educators with both information on which to base possible H.Ec. school syllabus development and from which to challenge regression in existing syllabuses.

#### Identification of H.Ec. educators.

H.Ec. educators were defined as any group of four or five secondary teachers or student teachers of home economics who are used to working together as a group.

Such a definition ensured less time would be necessary for introductions within the group prior to the elicitation procedure beginning. A group of four or five was also felt to be an appropriate size for each individual to express their opinions etc. within the group with ease.

Such groups of teachers are common where staff from a number of schools combine for examination moderation or for the development of curriculum materials.

For the purposes of the research any group of teachers would be appropriate subjects but it seemed that a group meeting for the purposes of curriculum development would find the exercise more immediately useful to their purposes.

#### Selection of H.Ec. educators as research subjects.

The list of potential contact groups was large. Formal contact via Local Authority home economics advisory staff led to the unforeseen difficulty of the exercise becoming incorporated into in-service work in the minds of two such advisers.

To ensure that any group's anonymity was preserved and their elicitations used only for this research or by them individually formal contact via advisory staff was dropped as an approach.

Informal contact was made directly with a group of H.Ec. educators of whom this researcher was aware and agreement to carry out elicitations negotiated.

### Contact with H.Ec. educators.

Time was negotiated with this group of four H.Ec. educators to carry out a two-stage elicitation, see below.

The group had been meeting regularly for purposes of curriculum development over the previous two terms. As a group they also knew each other from examination moderation sessions and Local Authority in-service courses. Two teachers worked in the same school and the other two teachers in two nearby schools. The four were the only home economics staff in these three schools.

Elicitation took place in two stages, firstly group clarification and negotiation of a list of supplied elements and secondly individuals' elicitation of their own constructs as though for a Focus-ed grid.

The group were provided with the pool of elements descriptive of some aspects of H.Ec. professional practice for discussion. The group were asked to select their elements from this researcher provided pool and, if they wished, to add any others of their own so long as these were about home economics subject content. The researcher provided pool of elements is given in Chapter 7, p. 315.

Time was then negotiated for each individual to elicit their own constructs with the researcher. All four elicitation were undertaken the next day with no further contact between the group members prior to individual elicitation.

### Analysis of Repertory Grids.

The Sociogrids program was used, see Shaw (1988),<sup>88</sup> for details, as it is appropriate for analysis where a group has used common elements from which to elicit individual constructs. Analysis provided an individual Focus-ed grid and a Mode grid which shows individuals' shared construing.

Each individual in the group was provided with a computer print-out of their individual Focus-ed grid and the group's Mode grid showing the

shared construing. An explanation of these was also offered to the individuals.

The Mode grid through showing the shared construing of the group provides a means of monitoring the value to the group of the pool of elements.

5.2.3.3. Procedures for the Research Issues concerned with the contribution of the research to the subjects' understanding of their job roles.

The use of RGT should support all individual subjects in reflecting upon their own practice, Issue iii) in section 5.2.1 p.138. The use of a shared set of elements by the group of H.Ec. educators will also provide an example of an iterative procedure which could inform future subject development, see 5.2.1 p. 137 Issue ii).



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CHAPTER 6. THE PROFESSIONAL HOME ECONOMIST : ANALYSIS OF A  
SAMPLE OF TWELVE INDIVIDUALS' JOB ROLES.

6.1. Introduction

The main findings of the empirical study are given in this chapter. The findings from repertory grid elicitations with H.Ec. professionals are given in section 6.3 below followed by the findings from interviews with H.Ec. professionals in section 6.4. The descriptive statements of H.Ec. professional practice arrived at from these findings are given in section 6.5. Prior to these sections the method of presentation of results is outlined in section 6.2.

6.2. Presentation of results gained from contact with H.Ec. professionals.

The findings from contact with each individual H.Ec. professional are discussed separately, Table 6.1 gives the page reference for the start of the findings from each individual with whom a repertory grid was elicited. Table 6.2 gives the page reference for individuals who were interviewed.

In both these Tables page references are given to the 'Job Outline' Tables which show 'Analysis of the Range of Tasks undertaken by H.Ec. professionals in their Jobs', making apparent the pattern of tasks undertaken. Broad similarities of tasks undertaken by individuals over a number of jobs or between different individuals' jobs can thus be seen. These patterns are shown under the following headings :

Advisory : for food, appliances and techniques.

Demonstrating :                   ditto

Testing :                           ditto

Management : of own work and of others' work.

Other : to cover any other tasks.

Table 6.1 also gives the page references to the Figures showing (a) Raw Grid and (b) Element and Construct Trees for each individual with whom a repertory grid was elicited.

Thus in discussion of the findings for each individual subject reference can be made to the appropriate Table and Figure at the end of each discussion.

Table 6.1.

H.Ec. professionals with whom Focus-edGrid Elicitations were undertaken.

H.Ec. professional role	Code name	Job Outline		Raw Grid		Element and Construct Trees		
		p.	Table No.	p.	Figure No.	p.	Figure No.	p.
Home Economist with Local Authority Social Work Dept.	Gwen	195	6.3	205	6.1(a)	203	6.1(b)	204
Journalist: Home section of a women's magazine.	Mary	206	6.4	214	6.2(a)	212	6.2(b)	213
Home Economist: Retail food Store chain management.	Dee	215	6.5	225	6.3(a)	223	6.3(b)	224
Home Help Organizer with a Local Authority.	Jess	226	6.6	242	6.4(a)	240	6.4(b)	241
Household Administrator: residential house of school.	Emma	243	6.7	255	6.5(a)	253	6.5(b)	254
Research Officer: Home Economics Dept. of Institute of Higher Education.	Ava	256	6.8	264	6.6(a)	262	6.6(b)	263
Undergraduate Home Economics Student: 1 year placement with Local Authority Social Services Dept.	Lou	265	6.9	273	6.7(a)	271	6.7(b)	272

Table 6.2.

H.Ec. professionals with whom

interviews were undertaken.

H.Ec. professional role	Code Name	Job Outline		
		P.	Table No.	P.
Area Officer: Home Improvements for Local Authority Housing Division	Vera	274	6.10	279
Home Economist with independent organization concerned with the use of electricity in the home.	Ena	280	6.11	285
Assistant Buyer: Household requirements for national residential care organization.	Fay	286	6.12	291
Stoves Project Manageress (Stoves for use in 3rd World)	Sue	292	6.13	297
Home Economist: Management in Local Authority Social Services Department.	Pat	298	6.14	302

6.3. Discussion of H.Ec. professionals' Focus-ed Grid Elicitations.

6.3.1. Discussion of Individuals' Focus-ed Grids.

Gwen: Home Economist with a Local Authority Social Work Department.

As can be seen from Table 6.3, GWEN this H.Ec. professional job would appear to be quite traditional, being concerned with Advisory and Demonstrating aspects of home economics. It was however very different, in being social work orientated and concerned with support to individuals or small groups whose household arrangements were failing to meet their needs adequately. Gwen's role was non-statutory:

020 There isn't a legal order on it (her work) which most of the work, or a great deal of the work done from this office is, under a statutory order.

This aspect became Gwen's Element A : 'non-statutory role' for elicitation. See Figure 6.1 (a) and (b) GWEN.

Her role involved her in looking at how she could Advise for or Demonstrate effective household arrangements for those individuals who accepted her in her professional role. For this she needed her home economics:

035.1 It's having an understanding of practical function and the necessary skills in that. I think that's different from the traditional social workers' (role) who isn't trained and equipped to look at practical issues.

045.2 That's the application of being able to assess a situation, doing something about it and to be able to work out some sort of programme of work and applying practical skills.

- - - - -

055.2 - and it's looking at practical skills in their entirety, I think the dieticians are trained to look at

diet, in a fairly limited way, and not looking at the overall family function and how that relates to family budget and all the other factors.

These aspects became Gwen's Elements B : 'understanding practical functioning', C: 'application of practical skills' and D: 'practical skills used in individuals' situation' for elicitation. See Table 6.3.1  
GWEN.

The highly individual nature of both the contact with individuals and the adaptations made from conventional understanding of Advisory and Demonstrating aspects of home economics marked out Gwen's work from that of other H.Ec. professionals, such as Ena, in these areas.

It was also in marked contrast to the rest of Gwen's work which involved a range of management liaison tasks and formal committee meetings.

135.4 I find the meetings useful in being able to pick out what other people are doing and to try to work in with the projects and groups. To pick up ideas that I could be supporting workers, because otherwise in a big team - - - it's quite difficult to - - - isolated - - -

This aspect became Gwen's Element E: 'Team work - policy meetings', followed by F: 'Meetings - poverty group' (long term) which was concerned with developing self-help groups in the community.

113.11 The community groups, the application of their resources as (an) individual. It's talking more, about in the poverty group - - - getting the individual (client) interacting.

A wider concern for the community became Element I: 'Community involvement'.

210.5 The only bit I want to add is the community involvement bit, the linking with people in the community.

and 225.6 - - - I did a course for YOP's training which was very much them being involved in the thing (practically) and another was teaching on a social skills course with two other workers from the office.

The final aspect of Gwen's work was her quite separate involvement in lecturing to home economics students, this became her Element G: 'home economics courses etc. - own output'.

165.4 But most of the things (the courses etc.) that have been around have been me producing (materials, lectures etc.)

Interviewer: Because of the role you are in?

Gwen: Which has been good but I don't get a lot from it.

190.5 I mean courses and involvement in education, I've actually done quite a bit for students.

In discussion this led to a further Element, H: 'Home economics courses etc. - own input', in which Gwen recognised her need for some professional subject support.

160.4 I mean home economics wise. I went to the convention and one or two things but there really wasn't an awful lot in terms of support professionally. There have been one or two courses more recently but they are difficult just now because there is no money to go on them.

Gwen's Focus-ed Grid, see Figure 6.1(b)GWEN below, shows the clustering of these elements into two broad clusters at about the 75% level.

Element Cluster 14 formed of :

E : Team work - policy meetings.

F : Meetings - poverty group (long term).

I : Community involvement



which together combine with

D : Practical skills used in specific individual's situation.

Almost immediately Cluster 14 combines with

Element Cluster 15 by the addition of :

A : non-statutory role.

Throughout the elicitation Gwen's emphasis was on an approach which enabled individuals to function autonomously and lose their dependency on social work support. In Gwen's words :

065.2 It's using the practical skills actually working with (Gwen's emphasis) the person, in the situation where they (Gwen's emphasis) are. Which I mean people tend not to do, I mean they hang back.

075.2 - - it's a very flexible thing.

Interviewer: Is there a similar sort of thing that social workers do?

Gwen: I think they would take or go with them to places, they might write letters for them rather than with them because of the pressures on them. I think traditionally social workers can take away from - - - (clients) - - - I know that certain of the (social) workers here are trying very much to give people back responsibility.

090.3 Interviewer: And people from outside see it as taking away from, everything is done for them?

Gwen: Yes that's right and I certainly don't want to be doing that. I mean sometimes it is a problem but it's giving back to people, getting them to make their own decisions.

095.3 I think a lot of people (clients) because their upbringing is really pretty bad anyway, so do have to be taught self-esteem. (I'm) giving out, dealing with people who have a pretty low opinion of themselves.

- - - - -

100.3 Cooking or something is a good medium for giving people instant gratification.

Element Cluster 15 places an emphasis on an approach which enables individuals to function autonomously and lose their dependency on social work support.

Distinct from Cluster 15 are the Elements combining to form Element Cluster 16 as follows :

Elements B: understanding practical function  
and C: application of practical skills

are indistinguishable from each other combining at the 87% level and then combining with

Element G: home economics courses - own output.  
at the 80% level. Finally combining with

Element H: home economics courses - own input.

Element Cluster 16 suggests a background of home economics knowledge which is separate from the developments encountered within the job context and quite separated from the application.

The separation of Element D from Elements B and C indicates this as does the following quote :

455.9 Interviewer: So you might share these (referring to Elements B and C) with other home economists in other jobs but you wouldn't necessarily share that? (referring to Element E).

Gwen: I think that the practical skills, (yes) but the application would be different. I mean the first bit, about the practical skills and the basic knowledge (yes) but the application would be different.

Gwen's Raw Grid, Figure 6.1 (a) GWEN, shows the constructs represented in the Construct Tree opposite. There are several divisions on the Construct Tree, one at the 60% level, Cluster 10, combining at the 46% level with Cluster 14 but remaining separate from the three other clusters. Cluster 11 at 54% level, which combines to form Cluster 12 at 48% level and almost immediately combines again at Cluster 13. These five main clusters are discussed below.

Construct Cluster 10 forms from the almost immediate combination of Constructs 5 and 7 which are insufficiently differentiated, Cluster 7 being an attempt to distinguish between Elements B and C already discussed in Element Cluster 16 above. These two Constructs combine with Construct 8 which relates to Gwen's concern to place her work in the context of the long-term expectations of the team of which she is a member.

Construct Cluster 10 suggests a long-term team approach which empowers individuals (clients) to function autonomously.

Construct Cluster 14 combines Construct 4 with these and enables Gwen, by avoiding the stigma attached by clients to being in the care of social workers, to extend her non-statutory work implicit in Element Cluster 15. In discussing the idea of 'Community Liaison' Gwen commented as follows :

045.10 - - and so I wouldn't have the social work involvement and ultimately the work is different, I think it is viewed differently.

Interviewer: It's not viewed as social work?

Gwen: No because the introduction is different, that is, very much more with the individual.

Construct Cluster 14 suggests a concern to avoid the types of involvement with clients which result in their being stigmatized because of statutory social work involvement.

Construct Cluster 11 combines Constructs 3 and 2. As can be seen for the rating of Construct 2, see Table 6.3.1 GWEN, the majority of elements are seen as presenting Gwen with the problem of practice of skills she applies in work :

365.7 I mean looking at the resources, I mean personal resources and the method of working and I think in that way there is a lot to be talked about in social work practice. But I think there is a need for it to be more practically based, because I think that a lot of what I want to do are to do with practical functions and not to do with the relationships and things you can't really grasp so much.

Construct Cluster 11 seems concerned with a critical evaluation of the application of personal skills.

Construct Cluster 12 and Construct Cluster 13 next link into Cluster 11. Cluster 12 adds Construct 1 with its concern for giving and the distinction between clients and others.

270.6 A and D are both giving, client orientated, but also providing a service. G, I suppose it is giving but not directly.

Cluster 13 then added Construct 6 which made the distinction between giving to both clients and home economics subject community as a professional out-put compared with the sharing within the professional social work team.

233.12 A and C is giving the output whereas E is much more of a sharing. E that's team work.

- - - - -

265.12 Interviewer: Is that the same giving there that you had here (Construct 1)?

Gwen: It's a different sort of giving and the other one that's more of a sharing. - - - Professionally giving.

Construct Cluster 13 suggests a concern with the rather solitary supportive (giving) professional role Gwen has compared with the supportive relationships of the social work team.

Gwen's awareness of her rather solitary professional role was evident, particularly her feeling of being not only supportive to clients but also to the home economics community generally. Whilst concerned with home economics, the subject content as such formed a background for her very specific applications which made traditional home economics approaches and standards irrelevant. Professionally, a major concern was how to maintain these professional skills within a social work team evidently changing its approach to prevent client dependency and foster individual and group autonomy.

Figure 6.1(a) GWEN

Raw Grid.

No.	Constructs																
		A	B	C	D	E	F	G	H	I	J	K	L				
1	Giving - client oriented.	AD	1	1	1	1	2	3	5	5	2					G	Giving -but <u>not</u> to clients.
2	Actual application in work.	AG	3	1	1	1	1	1	1	5	1					H	Practice skills in handling application to work.
3	Application from initial professional/personal resources.	BC	3	1	1	5	3	3	1	4	1					E	Personal.
4R	Community liaison.	FI	5	2	2	1	3	1	3	3	5					A	Personal.
5R	Application of skills to get individual interacting.	CF	3	2	2	4	3	3	3	3	3					D	Doing practical skills.
6	Professional output to clients or Home Economics.	AG	1	1	1	1	5	3	1	3	3					E	Professional sharing with team.
7R	Theoretical - practical.	B	3	2	4	3	3	3	3	3	3					C	Practice - practical.
8	Skills learnt on the job.	AF	1	5	3	2	3	1	3	3	2					B	Skills brought to the job.

Table 6.1(b) (GWEN)

Focus-ed Grid showing Element

and Construct Tree.

Elements.

- A Non-statutory role.
- B Understanding practical function.
- C Application of practical skills.
- D Practical skills used in specific individual's situation.
- E Team work - policy meetings.
- F Meetings - poverty group (long term).
- G Home Economics courses - own output.
- H Home Economics courses etc. - own input.
- I Community involvement.

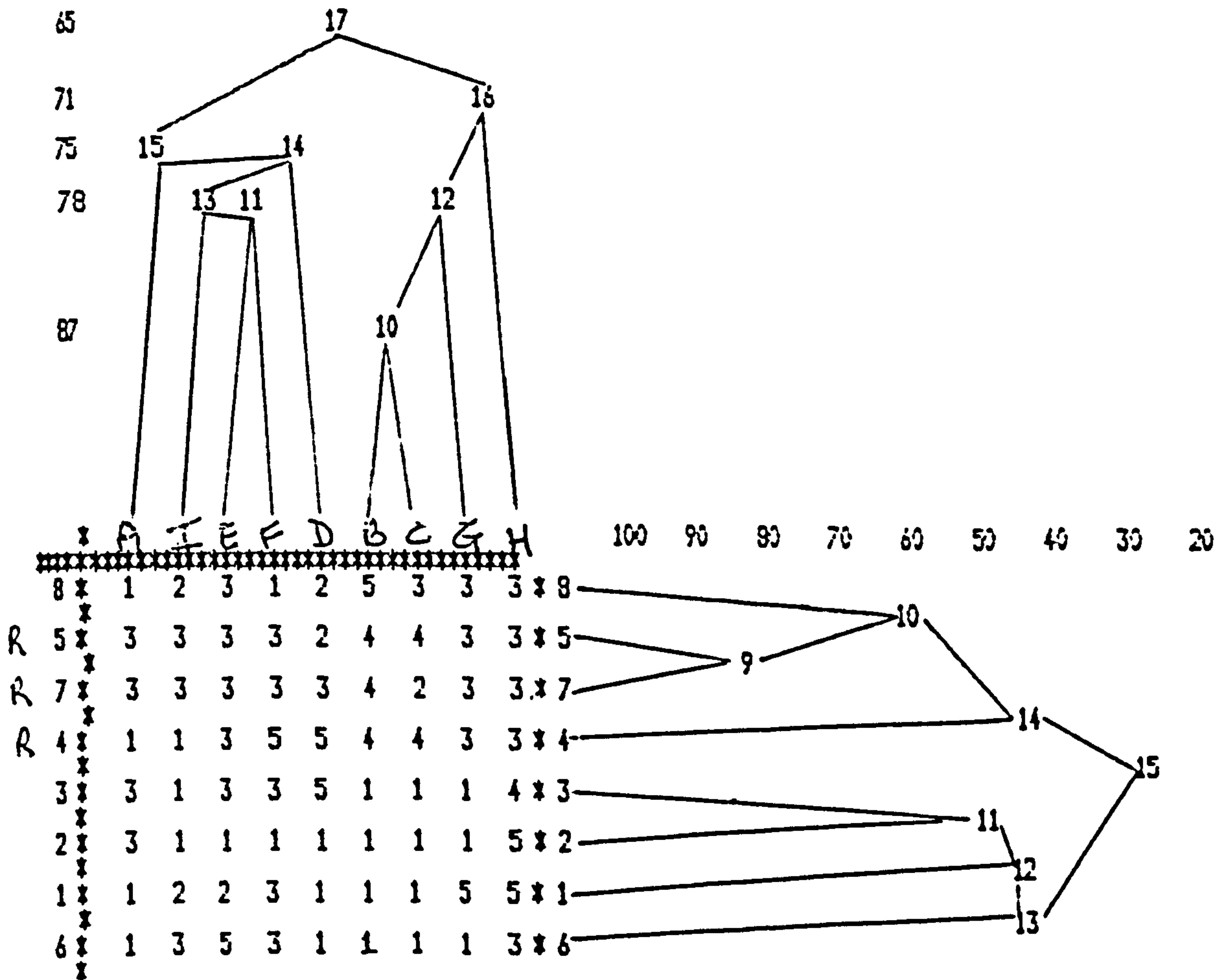


Table 6.3. (GVEN) Analysis of the Range of Tasks undertaken by HEC professionals in their Jobs.

<u>GVEN</u>	<u>ADVISORY:</u> food, appliances, techniques,	<u>DEMONSTRATING:</u> food, appliances, techniques, etc.	<u>TESTING:</u> food, appliances, techniques, etc.	<u>MANAGEMENT:</u> i) own work ii) others' work	<u>OTHER:</u> i) internal ii) external
1	<p>Work with <u>families/small groups</u> in their <u>own homes</u> or in community centres.</p>				
				1), ii) <u>Liaison with area social work team.</u>	<p><u>Committees:</u> 1) <u>formal reviews</u> 1) <u>programme development</u></p>
					ii) Lecturing to home economics students



Mary: Journalist : home section of a women's magazine.

Mary had initially, after studying home economics, trained as a teacher, job No. 1 in Table 6.4 MARY, and taught in a co-educational comprehensive secondary school.

At contact she had been in job 2 as a journalist for seven months and had reached the stage of being responsible for the home section of the magazine after an initial apprenticeship period of some three months.

The range of tasks shown for job 2 in Table 6.4 MARY formed the regular routine of Mary's work. Management particularly, i) self-management and co-ordination of this with ii) others' work, were seen as common to all journalists, particularly providing copy to tight dead lines.

This aside, the biggest shift for Mary between jobs 1 and 2 was the way in which practice of traditional home economics craft skills were no longer relevant. More important was finding appropriate sources of information if her own experience was insufficient, as the quotes show :

022 p.1 Well as far as recipes are concerned then definitely training, recognizing whether recipes are correct, methods involved - - -

050 p.2 - and a lot I would say where the home economics training comes out is probably knowing where to get the information.

These aspects became Mary's first two elicited Elements, A: Techniques and B: Source of Information, see Figure 6. 2(b) Mary below.

As a journalist Mary's next elements showed an emphasis on journalist copy, C: Checking Information, Copy etc.

065.3 Then there is a terrific amount of checking involved because there's all the different stages in the magazine and of course from - say the recipe I have - - - a mistake can very easily be made - - -

075.3 - - - Oh, well if you have a tablespoon and a teaspoon (for a recipe) - that makes a great difference whereas a word in a feature is not going to make the same amount of - - - people can make sense out of it.

Similarly the pressures of communication associated with the job as a journalist were mentioned but not as one might anticipate in the production of copy as such but with external contacts, see Management and Other in Table 6.3.2 MARY. Thus Element D: Communication was concerned with :

135.6 I would say phoning plays a large part in the day - - - check readers' queries and dealing with P.R. (Public Relations) staff - the companies of different firms. That was something I didn't realise, just how, all the way that worked - - - they can take up a lot of time.

150.6 I find phoning much more satisfactory than letter writing. You can get things sorted out more quickly, though we still have a great deal of letter writing to do because all the queries have to be answered. -

Element E: Different Aspects expressed Mary's concern for the quality of the information she had access to :

100.4 - I try and deal with specialist firms who have that information and the practical aspects and they can give the pros and cons of particular - - - I think sometimes in books it's very theoretical but the people writing in want the practical aspects usually. Firms, usually (yes) find, well, they've dealt with this hundreds of times before. - - - I find you get far more in the way of detail and what points to mention to people.

Mary then returned to the idea of maintaining her own craft skills, Element F: Practical Skills. Skills she enjoyed :

375.14 - yes I enjoyed, (crafts), but I didn't greatly enjoy demonstrating even as a teacher you know. I found that alright but I prefer to do what I'm doing myself and if I make a mistake it's my fault not somebody else's - - - I find (when) you were teaching 9 times out of 10 I felt like saying "let me do it" and you couldn't, (giggles).

The enjoyment aside the actual practice was of importance to her work as a journalist as background knowledge :

435.15 Interviewer: Is it a bonus (practical skills or) is it important to your job that you actually do -

Mary: Oh I think so, oh yes. - - - I think in magazines being aware of new ideas all the time - - -

540.18 Although being aware that you haven't done it practically you've got to get it practically checked.

Finally, Element G: Design was added considerably later than the other elements as a result of a misunderstanding of what was meant by C: Checking Information, Copy etc. It nicely illustrates how individuals do, during the process of elicitation, reflect upon and clarify their ideas.

350.25 Arranging features and discussing ideas - -

I'd like to plan a feature on such and such.

Interviewer: But that's a very - when you said arranging features I was actually thinking of the physical lay-out of the page.

Mary: Yes, that - - - Now there's a thought. Yes, that you discuss with the artists.

Mary's Focus-ed Grid shows how these elements cluster, at the 71% level joining another one at the 67% level and being linked to a further 71% cluster at the 64% level. Quite separately from these are two other

elements which complete the grid at the 60% level. The small number of elements, 7, provided by Mary means that these clusters should be considered with caution.

The three element clusters of Mary's that are considered below, 9, 11 and 10, are concerned with aspects of journalism and combine at 12 quite separately from any specific home economics elements. These, elements A and F, combine at the 82% level, which suggests they remain undifferentiated in Mary's thinking.

Element Cluster 9 is formed from:

E: Different Aspects

and D: Communications

and then is linked to

B: Source of Information

to form Element Cluster 11.

Element Cluster 11 expresses Mary's concern to ensure she can obtain access to accurate and detailed information which is practically useful for articles or to answer readers' queries.

Element Cluster 10 is formed from:

C: Checking information, copy etc.

G: Design

which bring together the aspects of the physical lay-out of copy which can be expressed as :

High standards of presentation and accuracy of copy for the magazine articles.

Mary's Raw Grid, see Figure 6.2. (a) MARY, shows the seven constructs elicited with the Construct Tree opposite showing Constructs 1 and 3 reversed. The restricted number of constructs elicited by Mary means that the clusters must be viewed with caution, the lack of differentiation between clusters being evident in the Tree for Clusters 10, 11 and 12.

These three will be considered together and the other two separately.

Construct Cluster 9 combines constructs 2 and 6, see Focus-ed Grid, Figure 6.2 (b) MARY for details, at the 67% level. Although having included as an Element, F: Practical Skills, in Construct 2 Mary immediately separates it from the journalistic aspects of her work. These are repeated in Construct 6, this time distinguishing the stages of development of journalistic work.

180.33 It (Element G) is not involved again really, slightly, not much, it's a different stage that's going to follow on.

Construct Cluster 10 suggests the importance for Mary of developing sufficient versatile ideas about material from which to develop copy.

Construct Clusters 10, 11 and 12 are all combined with Cluster 9 at the 50% level. Construct Cluster 10 adds Construct 4: the concern for detail of information required to support any initial ideas about material for copy, a similar point to Element Cluster 11. Construct Cluster 11 adds Construct 3: the concern for visual effects of presentation, for which home economics subject knowledge is not relevant. This is a similar point to Element Cluster 10.

Finally Construct Cluster 12 illustrates the fact that for Mary her home economics knowledge forms a background on which she can draw rather than being at the forefront of her job concerns. In terms of elicitation procedure the repetition of Elements A, B, F as the initiators of a construct, 7, enabled no further insights from Mary nor any wish to choose a further set of three cards. Mary's comments do place her home economics usefully in context. Of Construct 7 she said :

320.35 Interviewer: these practical skills seem to -  
(comment on repeated construct pattern)

Mary: Yes I know and yet in teaching that was to me -

it was very opposite , mean really, because I hadn't done any home economics in school I really had, in teaching, to go back. At one stage I felt like having a practical cookery course.

Construct Cluster 12 places home economics knowledge as a background on which to draw.

This background knowledge was very much of the traditional 'craft' type familiar from H.Ec. school syllabuses, a very different 'home economics' to that used by Ava, Ena or Sue as is shown later.

Figure 6.2(a) MARY

Raw Grid

No.	Constructs	A B C D E F G H I J K L																
		A	B	C	D	E	F	G	H	I	J	K	L					
1	Accuracy of material supplied. Answering problems. Querying accuracy. Checking information remains. Same → chains in production.	BD	2	1	1	2	4	5	5								F	Doesn't play a large part at all.
2	Arranging features. Put forward idea - is it poss. Does budget of P.R.Co. permit carrying out idea. Disadvantages.	DE	4	2	4	1	1	5	3								F	Non-involved.
3	Important visual & aesthetic qual.3 presentation- gen. Impression. Plan layout - suffic. copy. Title/Write up. Lettering. Mono/colour available.	GD	5	3	2	1	3	4	1								A	Visual rather than knowl. .i. technique not required at this stage.
4	Finding out info. from Cos. regarding readers' queries. Own P.R. aspect.	BD	2	1	4	1	3	2	5								G	Design not relevant in answering queries.
5	From past experience techniques and practical skills give the knowledge what to look out for & what is possible.	AF	1	5	4	3	2	1	4								B	Source of info. is in future plans.
6	Through discussion different ideas evolve - versatility of a topic - wider implications.	DE	3	2	3	1	1	N/A	4								G	Design involved at later stage.
7	Techniques (knowledge on theoretical side) and practical skills, give the basis and inspiration for ideas.	AF	1	5	N/A	3	2	1	N/A								B	Source of information able to provide material for ideas.

Figure 6.2(b)(MARY).

Focus-ed Grid showing Element

and Construct Tree.

Elements.

- A Techniques.
- B Source of Information.
- C Checking information, copy etc.
- D Communications.
- E Different aspects.
- F Practical skills
- G Design.

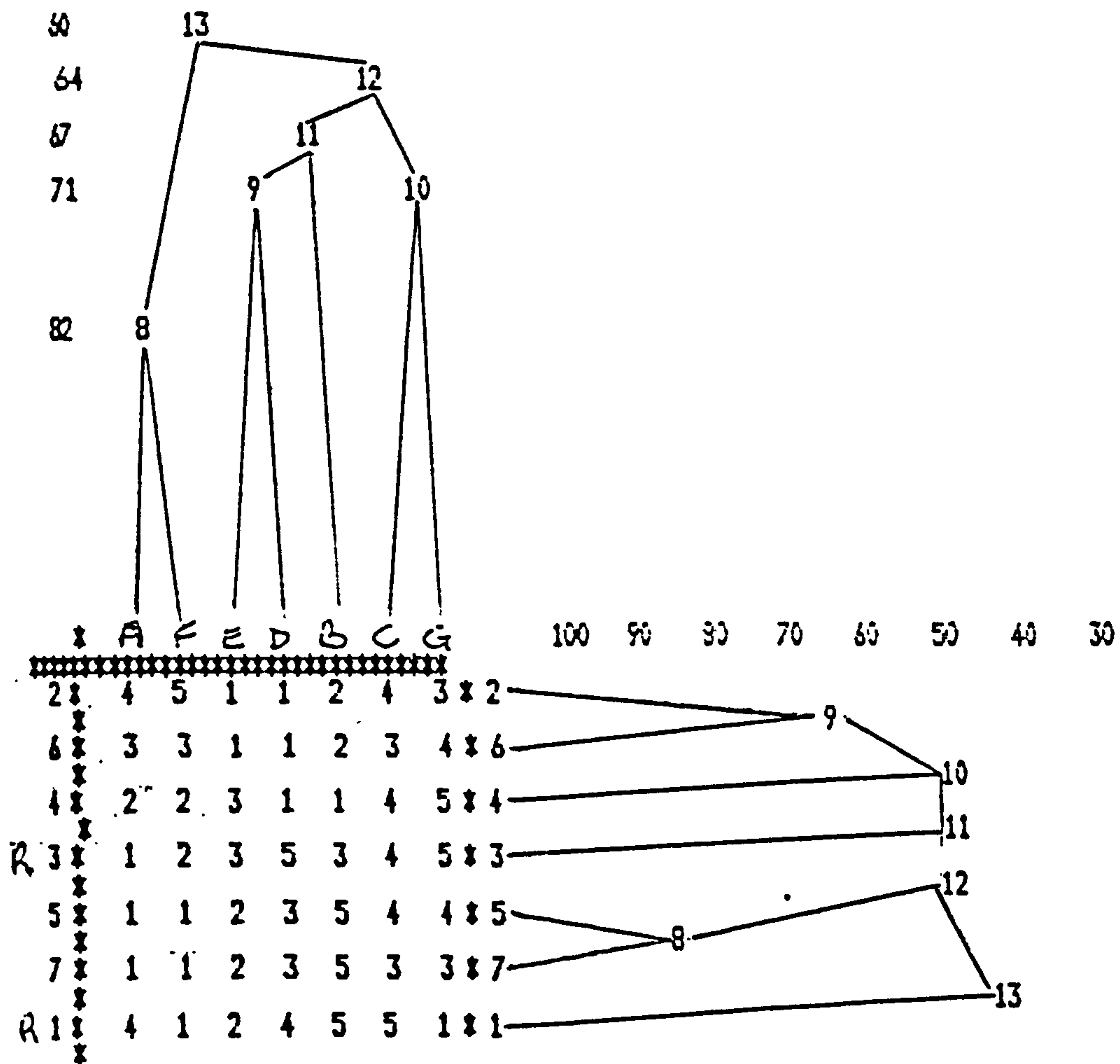




Table 6.4. MARY Analysis of the Range of Tasks undertaken by HEC professionals in their Jobs.

<u>MARY</u>	<u>ADVISORY: food, appliances, techniques,</u>	<u>DEMONSTRATING: food, appliances, techniques, etc.</u>	<u>TESTING: food, appliances, techniques, etc.</u>	<u>MANAGEMENT: i) own work ii) others' work</u>	<u>OTHER: i) internal ii) external</u>
<u>1</u>				<u>Teaching facilities, Programmes etc.</u>	<u>Teaching Home Economics.</u>
<u>2</u>	<u>Arranging feature articles.</u> <u>Replying to readers' queries.</u>		<u>Organise this sometimes but it is not part of the job to do any testing.</u>	1) <u>Working to tight time schedule.</u> 1) <u>Contact with outside companies and other journalists.</u> 11) <u>Organising office staff to meet deadlines.</u> 11) <u>Liaison with other departments.</u>	11) <u>Keeping up-to-date with products.</u>

Dee: Home Economist : Retail Food Store Chain Management.

Dee used her highly detailed job description from her company's head office as the basis for discussing her job, see Table 6.5 DEE below. The guide-lines for most of her work were dictated and her performance assessed against achieving specified targets within certain specified periods of time, a very different approach to either Gwen or Mary who both managed their own time to meet the demands of their jobs.

Thus for Dee the Other aspect of her job: 1) filling shelves with products for sale; consumed a considerable amount of her time but was not recognised as her role in head office specified targets. A problem of which the company was generally aware :

014.1 I've worked in a number of different (company name) stores and where I'm working at the moment I really detest it. (laughs). It's a bad store to work in, the boss I really hate him, and my immediate boss I don't get on with. It's under-staffed. In fact in the company it's a notoriously bad store, whereas the actual job of Provisions Manager in the (other) stores I've loved it.

025.19 In fact a lot of time (I spend) filling up fixtures which is really why I'm fed up working here, because the way I see it I didn't go to college for 3 years, to do a degree to fill up fixtures in a food store!

More positively, Dee took on extras, again not recognized in her job brief. Under Advisory she encouraged her staff to display food attractively for their own enjoyment as much as for any other reason.

The first four Elements, A: Staff Selection, B: Staff Discipline, and D: Staff Supervision and Delegation covered aspects of Dee's management role in overseeing three supervisors and twenty-six staff. Element E: Own Training for Management indicated her awareness of her lack of experience:

160.6 I went on an administrative course in November (one week residential) but it would be a lot better if I'd done that earlier on.

190.7 Interviewer: and then there are other courses you'd be doing?

Dee: - in next twelve months - we have like a course information board which the Store Manager goes through with you - - - I'm going on one, 'Management Skills' and another 'Instructional Techniques' - - -

Elements F and G were two important areas of external contact, F: Deal with Reps. and firms for orders and G: Deal with local environmental health officer, both of which extended aspects of her management role.

020.31 Dealing with reps., you get a lot of reps. coming in and trying to con you. - - - I find best way with reps. is to keep in with them. I mean I know a lot of managers who just like to terrorize reps. - - - But I find actually that if you are O.K. with them you get a lot out of them.

420.28 You don't see the environmental health officer that often, it's important that you be firm and friendly. You always take them for a cup of coffee and that type of thing.

An important aspect of management but one that occurred infrequently was Element H: Deal with Customer Complaints; an area of potential difficulty for a manager.

530.16 I quite enjoy dealing with customer complaints, I like the sorting people out. Some do get abusive, you can get some really awful customers. And you can get some who are so obviously trying to rip-you-off. Like they will have bought a chicken and they'll have eaten just about all of it and they bring the carcass back and say that it is off!

Other aspects of the management role Dee felt were not as obvious but were important. Element I: Deal with demonstrators, Element J: Budgeting - jobs and salaries and K: Checking "sell-by" products and stocking shelves were mentioned here.

Table 6.3.(b) DEE below shows these elements clustered into 4 groups on the Element Tree.

Element Cluster 16 combined

H: Deal with Customer Complaints  
and C: Staff Training,  
with almost no differentiation with

E: Own Training for Management,  
these seemed to be the fundamental aspects of the way Dee saw her job.

Element Cluster 16 represents basic communication skills in dealing with others. In Dee's words :

270.26 - really parts of the job I enjoy - - - I fairly like staff part, - - - I'm not the sort of person who likes going about giving orders all day long.

337.27 Basically when you were on training you learnt management skills - not directly but you learned by watching other people. I don't know, you tend to pick things up, like you'll hear a manager talking to staff in a particular way and tone of voice and you just remember it for the future.

This then linked to Element Cluster 17 combining elements :

F: Deal with reps. and firms for orders  
and A: Staff selection - but only informally

both of which were aspects of management outside the head office job brief but unofficially undertaken and enjoyed. This cluster then linked almost immediately into Element Cluster 18 with the addition of Element J: Budgeting - jobs and salaries.

005.19 We have sales and wages budgets from head office - - - You have wage budgets as well which are a curse really because we always go over them.

Element Cluster 18 suggests some frustration with the prescriptive framework of the job brief which defined the management role.

The lack of distinction between Elements:

B: Staff discipline

and D: Staff supervision and delegation

for Element Cluster 19 indicated an area of concern for Dee who towards the end of the elicitation stated that her frustration with the job was not simply the problem of filling fixtures but her personal interests:

320.27 Quite like doing all the paper work actually

- - - I like that part of it. I'd rather do something

more in Administration than Management, I suppose

it's not so much the job it's what I want to do.

The lack of management training available to Dee when she was first employed may have contributed to her concern over these two elements.

140.5 Interviewer: What training do you get to do

that? Is there a management training scheme?

Dee: Well when I first started I was sent to a store near home. Training is supposed to last 4-6 months.

I started off with 2 weeks induction and 2 weeks back door checking. - - - the thing is when you are a trainee nobody wants to know, you get thrown in at the deep end,  
- - -

155.6 - - - I didn't get much training either in disciplining staff. - - - I mean I'd never disciplined someone until I had to.

115.5 'I remember the very first time somebody did something wrong and in actual fact it is quite frightening. You sit there behind your desk and they come in. - - - (I) always call them (by) phone to the fresh food office. It's all sort of - PAUSE - and you just sit there and think 'God what am I going to say?'

Element Cluster 19 expresses concern over personal competence in supervising staff.

The last three elements are clustered quite separately. Element Cluster 21 does not distinguish between:

I: Deal with demonstrators in department

and K: Remove "sell-by" products and stacking shelves.

Both of these are concerned with meeting specific requirements to do with safety: I with fire, and K with food hygiene.

620.18 We usually have demonstrations in the store, they come in and give coupons for samples. I'm responsible for making sure everything is - well O.K. - you know where to stand and organizing them.

350.28 You get a demonstrator. They just roll up in the store -. All you are doing with them is putting them somewhere where they won't be a safety hazard.

020.19 - on a normal day I go round and check "sell-by" dates, anything that has gone over - - -. You do that sell-by bit yourself - - - When I first started one of the girls used to do it but basically if they are found out of code I am responsible so I may as well do it.

This Cluster combines with Element Cluster 20 including

G: Deal with local environmental health officer.

Dee spent considerable time discussing issues of safety and hygiene which for a fresh produce manager were very significant factors in ensuring success in her job.

335.12 Interviewer: Are you involved in looking at the standard of perishable food?

Dee: Like quite a few mornings I go in at 7 a.m. and check the bread and pies.

410.14 I don't know it (hygiene) is something that I take for granted because all the staff are well trained and know you wouldn't just - oh - put sausages on the floor. - - - But in a way I'm lucky I've got a good delicatessen supervisor and she basically runs the delicatessen (section). I suppose if I didn't have her I'd have to tell the staff.

530.29 You see hygiene part is a very important part of the job but it's just that it seems to happen. You know if people ask me what my job is I basically fill shelves, organise staff, discipline staff and do orders. I don't really see it but I suppose I'm always getting staff to clean fixtures - etc. I don't really think of it, it just sort of happens.

Element Cluster 20 can be described as awareness of how food and safety regulations are met.

Whilst Dee had eleven elements she eventually elicited only six constructs due to interruption by her family. Thus Construct 11 may well be ignored, see Construct Tree in Table 6.3(b) DEE below, leaving two Construct Clusters, one at the 50% level and the others eventually clustering at 45% level.

Construct Cluster 8 forms from constructs 4 and 6, see Figure 6.3(b) DEE both of which separated out the routine aspects of the job on the Same side

and the areas of pressure on the Different side. As in Construct 4 many elements were not ranked as the construct was not considered applicable. This Cluster seems to be very similar to the points raised in Element Clusters 16, 18 and 19 above.

Construct Cluster 7 forms from Constructs 2 and 3, both of which again separate out routine aspects of the job and emphasize communication and management skills. This is combined by Construct 7 to form Construct Cluster 9 where the actual management training offered by the company is seen as a perk.

190.7 Store manager goes through (courses) with you.

What sort of courses do you want to go on? So we all go on as many as possible.

Interviewer: You're expected to, are you?

Dee: Well you are really, they like you to go on them, and also I like to go on them because it is a break.

In combination with Construct Cluster 10, contributing Construct 1, a strong sense of boredom with the routine, monotonous aspects of the job was evident.

230.26 I just said that that (Element K) was completely separate - - - checking sell-by dates and filling fixtures is the (laughter) end, (Dee's emphasis) boring.

Given Dee's limited number of constructs and admission that she was not personally satisfied with the job, a construct cluster statement may be arrived at with some caution.

Construct Cluster 10 suggests interest in aspects of management but frustration with routine monotonous tasks.

There must also be some question of the extent to which Dee's job can be seen as "H.Ec. professional". As she pointed out late in the elicitation:



355.28 Interviewer: Anything from home economics training that is used?

Dee: Not at all really. I suppose in a way just going to college.

Interviewer: So you could have done any other degree could you?

Dee: I suppose so yes, nothing to do with home economics.

Even the greater knowledge of food hygiene gained from her training being irrelevant as she found on the company food hygiene course:

460.29 it was a doddle, which was really strange because there were other managers, most a lot older than me, mostly men, but they kept asking what I thought were really stupid questions, and they took their notes up to their room at night to learn them, - - - a lot of it I knew in much greater depth than the person running the course.

Table 6.3. (a) DEE.

Raw Grid.

No.	Constructs	Raw Grid															
		A	B	C	D	E	F	G	H	I	J	K	L				
1	Interesting using brain and training.	AG	1	3	2	3	2	1	1	1	1	1	4	3	5	K	Boring.
2	Management skills.	BE	3	1	1	1	1	1	1	4	1	1	5	2	5	I	Just part of job.
3	Communication .	CD	N/A	1	1	1	N/A	4	5	1	N/A	N/A	N/A	N/A	N/A	G	Behind the scenes "Good housekeeping."
4	Creating effect - continental cheeses Sales and profit	LC	N/A	5	2	N/A	N/A	2	N/A	N/A	N/A	5	5	1	1	J	Pressure that comes with job.
5	Hygiene/housekeeping	EG	5	5	2	5	1	5	1	N/A	N/A	N/A	N/A	N/A	N/A	S	Perk of management.
6	Concern with management role - routine.	CL	2	5	1	5	N/A	1	1	2	2	N/A	1	1	1	D	Skills to develop.

and Construct Tree.

Elements.

- A Staff selection - but only informally.
- B Staff discipline.
- C Staff training.
- D Staff supervision and delegation.
- E Own training for management.
- F Deal with reps. and firms for orders - within company guidelines.
- G Deal with local environmental health officer.
- H Deal with customer complaints.
- I Deal with demonstrators in dept. - sent by head office.
- J Budgeting - jobs and salaries.
- K Remove out-of-date "sell-by" products and stocking shelves.

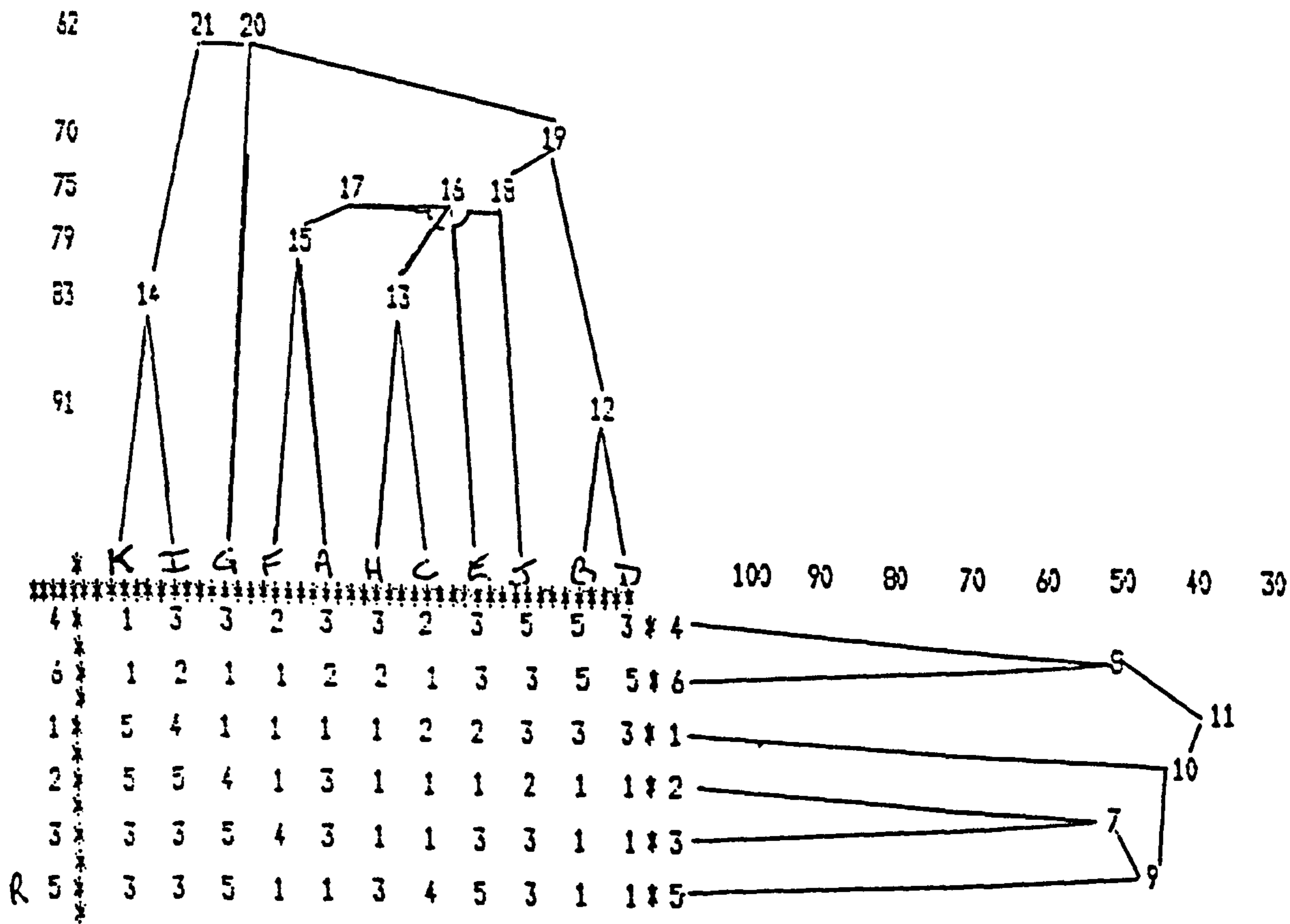


Table 6.5 DEE. Analysis of the Range of Tasks undertaken by HEC professionals in their Jobs.

<u>DEF</u>	<u>ADVISORY:</u> food, appliances, techniques,	<u>DEMONSTRATING:</u> food, appliances, techniques, etc.	<u>TESTING:</u> food, appliances, techniques, etc.	<u>MANAGEMENT:</u> i) own work ii) others' work	<u>OTHER:</u> i) internal ii) external
1	In-house food displays.	Limited staff training.	<u>Responsibility for stock rotation</u> <u>sell-by dates etc.</u>	1) <u>Provisions Manager:</u> financial backing essential. 1) <u>Ordering within company</u> <u>merchandiser plan.</u> 1) <u>Customer contact.</u> 11) <u>Oversee</u> 3 <u>supervisors</u> 26 staff.	1) <u>Courses on:</u> Food hygiene Management skills Instructional techniques Interviewing skills 1) <u>Fill shelves.</u>

Jess: Home Help Organizer with a Local Authority.

Jess is one of 4 Home Help Organizers covering a small town and rural hinterland in a popular holiday and retirement area. Even after 4 years in post Jess spoke with some surprise of having been offered the job in the first place against stiff competition.

510.35 There were 60 applicants and I was lucky that my boss, ex-boss, from industrial placement was one of the interviewing panel. She liked what I said from my degree, I sort of sussed it out and I knew what she wanted to hear. (embarrassed laugh)

Interviewer: Yes.

Jess: I mean, I'm not saying that there weren't many others that couldn't have done the job equally well, but yes, I think it certainly helped, (the degree) with that amount of people they must have had a big choice.

Although Jess has overall responsibility for managing her own time, a large part of which is spent out in the community meeting one of her 450 clients or 50 home helps, her work divides into a series of specific tasks, see Table 6.6. JESS below. These are best dealt with at specific times in the day so that the time-pattern enables all the necessary tasks to co-ordinate with the work of others. Hence Jess's elements began by specifying tasks to the time of day.

The administrative convenience of this time allocation can be seen in five of Jess's elements:

A: 8.30-10.00 in office Daily allocation of home helps, new clients, plan week ahead.

B: 10.00-2.30 on the road New referrals, 2 a day, plus visiting 4 existing clients.

D: 2.30 on in office Talking informally to home helps.

E: 2.30 on in office Phoning out re aids to health visitors and clients' families.

F: 2.30 on in office Write up review visits.

Jess summarized these as:

100.20 Well if I didn't do that (allocate her time) people wouldn't get help which is what we are there for, to provide a service.

At the time Jess was visited the nature of social service provision, including home help provision, was under review and Jess was very aware of the implications of this for other aspects of her work.

260.9 My work actually is going to change a lot in the next year I'm going to - well hopefully, I don't think they can sack me (laughter) but they will have to offer me a new post - and I shall then be called a Domiciliary Community Care Officer (laughter) and I think to put it quickly what I'll be responsible for is a greater package for a much smaller geographical area and we'll not only have home helps but we'll be responsible for the warden service which now comes under the housing, meals-on-wheels directly instead of just referring on; frozen meals, night home helps, hopefully to run a much more extensive service. Authority - policy is not to build any more county homes - Old People's homes so what we have got now is that is going to be it, certainly for the next few years.

Interviewer: So it is a case of keeping people at home.

Jess: Keeping people at home with much more intensive domiciliary support, so that is going to happen, well it's supposed to start soon.

With this in mind Jess elicited her other elements. Element C: Interviewing for home helps and introductory training indicated the continuous need to maintain this procedure.

225.8 - there is quite a turnover of home helps with that number. I mean some have been with us 15-17 years but about 20% that stay for a year. We do select them quite carefully though because we've got hundreds of application forms. People can ring up and ask for an application form any time and we send them one and keep it on file and then when a vacancy comes up in a particular area we look through this list but we must have 150 application forms now. Some are just totally unsuitable and some are far too over qualified.

Interviewer: You tend to reject people who are over qualified?

Jess: Well the thing is they don't tend to stay. They just want it until they get something better and I mean they might be super home helps but that's very disruptive for an elderly person because they hate change - and often we have given them a chance - but 6 months later they have found something better. Often they have just moved into the area and they just grasp at anything until they can find what they want.

Training of home helps was also important plus the opportunity for them to be less isolated. Element G: Courses for home helps and voluntary monthly meeting.

205.7 We have courses for home helps as well, they are a bit spasmodic. I think again that is depending upon the budget.

My boss will say we'll run a course on - whatever - working with the deaf. So we then choose a handful of

home helps who are working, not specifically but with more than the normal number of deaf clients. I make up the programme.

225.8 - if we find a successful package we often re-run it because there is quite a turn-over of home helps.

475.14 We also have a monthly meeting which is purely voluntary - - - we get an outside speaker - - - from an interest point of view - eg. social worker for the blind etc. I have to attend that meeting, it gives the home helps the opportunity to meet each other because they are very isolated workers.

490.15 - we don't encourage them to talk about their clients on that evening, we try to insist that clients are anonymous - - - and they don't discuss their problems there.

The nature of home helps' work load and facilities was important.

Element H: "Clean-ups" and equipment.

335.11 We have a certain amount of equipment, we've got Hoovers that we loan out, spin dryers, washers.

Interviewer: But they would stay in a person's home?

Jess: It depends, it depends on the client - spin driers and washers yes because you couldn't do with carting those around, Hoovers, we don't have enough Hoovers, we've got about 18 but you know if an old person's Hoover breaks when they are 70 they won't spend money on a new one!

(laughter) - so often we are sharing those out on a rotating basis, not all of them have got cars so if not it's up to me and I sort of take it somewhere. If we have got a group of old people's bungalows with a warden or a community



centre then we put a Hoover in that community centre and then there are maybe 4-5 home helps that are going in to those places. But I mean at the moment I've got one family that haven't got a Hoover and their house is in an appalling state and I wouldn't dare leave the Hoover there because they would sell it! (laughter). So I have got to take it every Tuesday. I've only got time to take it once a week, the home help goes three times a week but I only let them have the Hoover on Tuesday because I haven't time to take it three times a week and fetch it away again. We've even got basic things like floor cloths etc. We don't give them out unless there really isn't anything else, you know most people if the home help says 'Do you think we could possibly have a new floor cloth for next week?' she will get one but sometimes they just won't and to make it better for the home help then we provide it - another thing that I do - We do what is called clean-ups on places that are very very grotty and that is usually a team of home helps.

Interviewer: Do you have a special team?

Jess: No because it depends on where it is, they get paid extra money, and that takes quite a bit of arranging because often the client is in hospital and they have been found in a dreadful state and we clean up the house before they come back. Then we need their permission, signatures and everything, to enter their house and that can often be 2-3 sessions of getting to the bottom of that place.

Interviewer: So all the HH are willing to do that, are they?

Jess: No not all of them, I mean they have the choice and most of them really enjoy it because they see it as a real challenge rather than just the every day keeping things -

Interviewer: and it is a group thing as well I suppose?

Jess: Yes, they like the sort of working together.

The range of background knowledge she was supposed to have had came as a surprise to Jess when she first began her job. Element I: Knowledge of things available, benefits etc.

045.2 (When I) go and visit I think in terms not only of home helps but there is quite a package - we have a frozen meals service, we can refer for meals-on-wheels through WRVS, then there is sometimes things like day care to look into, which can come initially from us. We then put it into the Intake Team - intake is the social work team who then go along and see if that is what she actually needs. Sometimes there is need to assess for aids, then that goes to the occupational therapist but it just depends who is the first person into that place from the department. Social worker might be the first one in and then they would come to me if they wanted a home help.

190.7 You need quite a knowledge of services and things that are available, like attendance allowance, all the benefits, because although it is often up to them (clients) to apply for it they don't know they are eligible.

Jess was also aware of her need to extend her expertise, Element J: Courses - ad hoc, as available for self.

195.7 - we have training for these kind of things and been on courses - what's available - - - I've found them useful, yes, things we have done like working with the blind and confused elderly. It certainly helps.

Interviewer: Is there a programme of courses?

Jess: No, it's just really set up on an ad hoc basis depending on what resources are available.

In Element K: Discipline self and organize routine to prevent  
disruption of work

Jess was expressing her personal response to the pattern of her working day.

170.6 You have got to discipline yourself really, it's quite an organized routine and if you stray from that pattern you can very easily get into a mess because so many people are involved and it's all got to be very cut and dry.

Finally in Element L: Firmness with old people and home helps the manner of dealing with people as an organizer was apparently of concern to Jess.

180.6 I've also found since I've been doing that job that I have had to learn to stand up to people a lot more. When I first started a lot of them thought oh she's a young slip of a kid she can't know what she is doing and try to manipulate me really. You've got to be quite firm, some old people can be horrible.

Figure 6.4(b)JESS, below, shows these elements clustered into 4 groups on the Element Tree.

Element Cluster 19 combined

H: "Clean-ups" and equipment

and C: Interviewing for home helps and introductory training.

320.11 Oh once I've interviewed a new home help and appointed somebody we do have quite an introductory session and - I go to the new home help's house and talk through the job, that can often take a couple of hours, going over everything - We'll try to cover every possibility that may arise, I suppose that's home help training really - in the home before they've started.

035.2 And people that need cover, I mean some people

can manage without being covered if their home help goes off sick, if it is just straightforward help with the Hoovering, so we just let them know that she is poorly today and they will be OK and wait until next week. People who are more dependent, who need help to get dressed, ready for day care, breakfast, making fires, lighting them, have got to have a replacement. Now often that means - p - it can be a question of priority and adapting. Diverting a home help who is doing a less important job onto something like that. Or if there is somebody with some spare time it just slots in. But it doesn't usually happen that way! (laughter).

Element Cluster 19 represents flexible provision of essential basic household care.

Element Cluster 18 combines six of Jess's elements for which she was unable to provide sufficient differentiation. These were:

- A: Daily allocation of home helps.
- B: New referrals.
- E: Phoning out for aids, to Health Visitors etc.
- I: Knowledge of things available - benefits etc.
- D: Talking informally to home helps

which then combined with

- G: Courses for home helps and monthly meetings.

435.14 We try to do as much communicating as possible because obviously we get a much better insight into the problem then and it does help, it helps them, and it helps us, if we know what they are doing and how they are working from their point of view.

Element Cluster 18 identifies administrative arrangements which support communication within the system.

Element Cluster 20 links element

J: Courses, ad hoc, as available to self to Element Cluster 18 and expresses Jess's awareness of her expert contribution to this process, see discussion of Element J above.

Element Cluster 20 represents the background expertise Jess contributes to the smooth running of the system.

Whilst recognising this aspect of her contribution to the system, Jess kept Element Cluster 22 quite separate, see discussion below, i.e. her actual management skills. Similarly, in combining Element Clusters 19 with 18 and 20, Jess saw little need for home economics expertise she might have to be passed on to home helps, the level of such expertise being sufficient from the home helps' own experience.

What I find with home helps is that they are far more experienced than me at cleaning and doing cheap meals on a budget, they don't need any help from me. You know most of them are middle aged ladies that have brought up a family and know all that kind of practical way of getting a meal for a pensioner out of a small amount of money. And cleaning, they just leave me standing, (laughter). I mean, I learn a lot when the clients say, "Ooh she's marvellous she goes into the corners, skirting boards". And I used to think 'Skirting boards? What do you do to those?! I find that they just don't want any advice or help on things like that. Often they don't do it the way the client would like them to do it and it will come back through me because the client will say, "I wish she would just do it this way or the other way",

and I say "You tell her, she won't mind if you ask her to do it your way". "No, I'd rather you did". So then I've very carefully got to suggest that the home help does it some other way but it is not my first hand knowledge, certainly not.

Element Cluster 22 combines two elements which remain undifferentiated:

K: Discipline self to organize routine or disrupt the work

L: Firmness of manner with old people and home helps with Element F: writing up reviews.

These all seemed to be aspects of her work with which Jess had some difficulty. For Element L this was evident in her comments about it, quoted above.

005.18 That is the way I work, control of myself, as I apply myself to the job. For example one colleague that I work with she works in a totally different way to me she is much more disorganized, she still does the same job but she goes about it in a much different way. I like to be organized, I'm an organized kind of person - I'm sure she does the job equally as well if not better (laughter) but it is just her way of working.

In relation to Element F Jess commented:

445.14 Interviewer: - and in relation to writing up your reviews?

Jess: Oh, I hate doing that.

Interviewer: Pretty essential, is it?

Jess: It is, because if I leave them the next person lacks the background - - - and often, sometimes nothing changes, you can go (after) six months and she (the client) will be sat in exactly the same chair with the

same rug over her, nothing has changed at all and then I just write no change. - - - I have a review book for when I am reviewing clients - - - and the last date of visiting.

Element Cluster 22 is concerned with maintenance of routine administrative aspects of the job.

The five construct clusters elicited by Jess, see Figure 6.4(b) JESS for the Construct Tree are discussed below.

Construct Cluster 9 combines constructs 5 and 7, distinguishing with both constructs between the essential daily aspects of the work which had to be met at all times and the other aspects which could be met more flexibly. No distinction between the importance of the different aspects was made, they were all important.

120.4 - the work that I have generated through the day, I may have visited someone and found out that the help she is having isn't adequate. It is a case of finding more help from somewhere, her existing home help might be full up - - - and then it is a case of finding someone or taking someone off that rota.

150.5 - - - if people need aid. This afternoon I've been phoning Health Visitors in connection with a maternity case, various things, or you have to contact the family.

The home help service is basically a statutory provision for the household care, provision of which occurs largely via the family or informally through the community.

95.4 Interviewer: So when you say that you may be the first person in to a client you actually come back to the office and inform the other services?

Jess: Yes but that can be done later in the day, when I come back in any way, unless it is an absolute crisis and I want to get a home help in there within an hour, but that is very, very rare, because usually there is somebody who will stand in for a day or so - a neighbour or a member of the family - I mean hospitals for example don't usually discharge them if they know that they are going to absolutely nothing.

110.4 Well there's always been telephone calls, home helps who haven't been able to gain entry, sometimes that needs looking into. Occasionally the clerk has had to make a decision herself and call the police, usually we've got it on the file, we've got local contacts and next-of-kin and just look into it that way.

130.5 Well we have got such a lot of elderly people anyway, certainly it seems to be much more than in the rural districts. I think perhaps there the neighbours and the community system backs people up more, you know they aren't admitted as quickly as they are here. Because there are a lot of very isolated people who have retired here and haven't really got a network as such in Scarborough, so they come and they might make a few friends but they are not like life time friends. They are friendly to a certain extent but when they need that kind of care they don't want to become involved. But in the villages you find that neighbours and friends will keep them at home because they will make an arrangement between themselves where somebody will go in and see that they have had some breakfast and somebody else will - you know, cover.



Jess's concern therefore is to provide the sort of help the local community fails, for whatever reason, to provide for individuals unable to provide it for themselves.

Construct Cluster 9 prioritizes the essential basic household care provided by the home help service.

Construct Cluster 10, 11 and 12 combined constructs at the same level, all of which distinguished between the nature of prioritizing services within the system and Jess's personal attitude towards the large number of individuals with whom she dealt. Of Element L in Construct 1 Jess said:

580.17 I've put H and I together as they're essential so they end up in practical. Those, F, G and J, there because by talking and liaison, communication, you are hopefully going to be more helpful in the end, to somebody that is in need. They can lead to someone being more helpful and giving a better service but because they are low priority from the Local Authority point of view they can only come in the middle.

Construct Cluster 12 represents the importance of an appropriate manner of communication to ensure that she maintains good working relationships.

Construct Clusters 9 and 12 combine at Cluster 13 which then links to Construct Cluster 14 which links in the final construct, number 8, made by Jess. This again distinguished between the specific work content and her attitude towards individuals. It was at this point, towards the end of the elicitation, that Jess admitted:

585.36 I've thought of applying for a trainee social worker post I mean it would be a step back temporarily, a step down in salary but then I'd hopefully get a

social worker's post which I would much rather do, because I don't particularly like the elderly, I mean that sounds awful but I've no desire to work with elderly people at all, I would much prefer younger people, and I'm in fact Youth Leader at F\_\_\_\_\_ Youth Club. So I'm not discontent with my job because I'm getting the other end of the scale in my youth work.

Again, as with Dee, personal feelings about the nature of the job became evident in Jess's later constructs. Her involvement in youth work would suggest that Jess's ability to communicate, so essential for her job, was not a problem for her, but as she said, the age group.

In Construct Cluster 15 construct 4 is finally added which returned to Jess's concern in Construct Cluster 12 with manner and approach to home help and clients even after four years in the job. The need to be firm is perhaps a personal issue for Jess rather than a major difficulty in the job.

345.27 but you do have to be very firm because some home helps would like to run their own rota (laugh) and it is impossible because from my point of view if you don't know where a home help is at that time it just makes a mockery of the service. I want to know where she is all the time because all sorts can crop up, you might need to redirect somebody quickly, and if they are making their own plans and working it out between themselves and their clients then it's stupid.

Table 6.4.(a) JESS

Raw Grid.

No	Constructs	A B C D E F G H I J K L												L				
		A	B	C	D	E	F	G	H	I	J	K	L					
1	Practical help.	HI	1	1	2	2	2	4	3	2	2	2	3	3	5	5	L	Attitude - own personality.
2	Way you work - as apply yourself to job.	GC	1	4	1	1	3	5	1	2	3	4	5	4	5	2	K	Dealing with home helps as workers.
3	Priority - to provide service.	BA	1	1	1	3	2	5	4	2	2	4	N/A	N/A	N/A	N/A	F	Can be delayed - but aids service.
4	Specific training for home helps and self.	JG	4	3	5	2	N/A	N/A	1	5	N/A	1	2	2	2	C	Selecting work force.	
5	Daily - essential.	EF	1	1	3	4	1	2	3	5	4	5	N/A	N/A	N/A	H	Ad hoc - infrequent but essential.	
6	Liaison with home helps.	DC	2	3	1	1	2	N/A	1	2	2	4	5	5	5	L	Own attitude to clients and home helps.	
7	Daily routine.	BF	1	1	4	3	2	1	5	5	N/A	5	N/A	N/A	N/A	H	Occasional work.	
8	Work content.	AJ	1	1	3	2	2	2	1	2	N/A	1	N/A	5	5	L	Attitude towards individuals.	

Figure 6.4(b) JESS

Focus-ed Grid showing Element.

and Construct Tree.

Elements.

- A 8.30-10.00 a.m. Office: daily allocation - Home Helps, new clients; week ahead; long term.
- B 10.00-2.30 p.m. Review visits: average 2 new a day plus visiting 4 existing clients.
- C Interviewing for Home Helps and introductory training.
- D 2.30 - meeting and talking to Home Helps informally.
- E 2.30 - telephoning: out re aids; in from Health Visitors, clients' families etc.
- F 2.30 - write-up review visits.
- G Planning courses for Home Helps and running monthly voluntary meeting.
- H "Clean-ups" and equipment.
- I Knowledge of things available for clients e.g. benefit entitlements, walking aids etc.
- J Courses - ad hoc as available for self.
- K Discipline self to organized routine or work disrupted.
- L Firmness of manner with clients - elderly people especially and Home Helps.

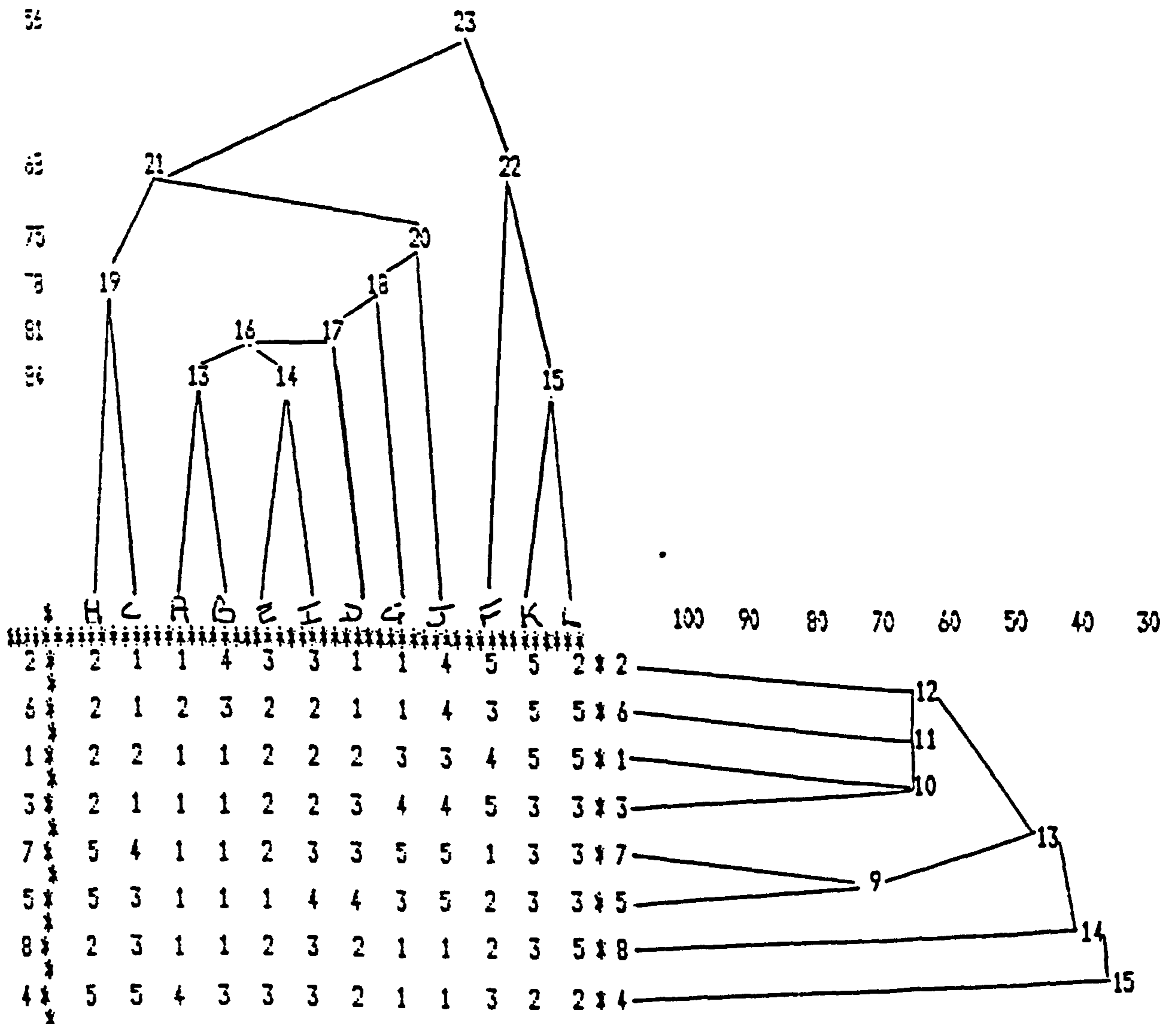


Table 6.6. JESS Analysis of the Range of Tasks undertaken by HEC professionals in their Jobs.

<u>JESS</u>	<u>ADVISORY: food, appliances, techniques,</u>	<u>DEMONSTRATING: food, appliances, techniques, etc.</u>	<u>TESTING: food, appliances, techniques, etc.</u>	<u>MANAGEMENT:</u> i) own work ii) others' work	<u>OTHER:</u> i) internal ii) external
<u>Job no. 1</u>	<u>Courses on clients with specific problems.</u>				

- 1) Plan own office work and visits within tight time constraints.
- 1) Training new staff.
- 1) Matching staff to clients.
- 11) Plan - daily/weekly 50 individuals' work.
- 11) Assess new clients' needs.
- 11)  Liaison with fellow social service colleagues e.g. Case conferences.
- 11) Monthly staff 'get-together' to overcome isolation of individuals.

Emma: Household Administrator - residential house of school.

The tasks covered by Emma in her work form a very restricted package, which is true for only one other H.Ec. professional contacted, Lou, see later discussion. As can be seen from Table 6.7 . EMMA below, Emma neither tested, demonstrated or advised on aspects of home economics but did actually carry out a range of feeding, cleaning tasks, what she termed 'chores' for the children in her care, see under Other in Table 6.7 . Along with these most of the rest of her tasks were concerned with the management of her time to meet the needs of the pupils. Emma summarised her work as:

015.1 So I'd say the most important part of my job is to look after the boys, as probably a mother would look after them, we've got 61 boys down here aged 7-13, quite a young age, and I think they sort of, even though I am still quite young, they, I think they, see me as their Mum - or most of them do at that particular age - so I think that being a mother and looking after their various needs day-to-day - - - so that is what I do here (indicating medical room where interview took place), a sort of little surgery, which tends not to be anything important, but perhaps they will just come in here for a couple of minutes of my undivided attention. It's quite important to them, a little cut on their finger, and also, yes I look after their emotional needs. If they are upset or if one of the parents has died which sometimes happens, or divorces - a lot of the boys are in the forces - their parents are in the forces - one or two of them went to the Falkland Islands, or parents are divorced. And obviously these cause quite a few problems for the boys to cope with when they are away from home and they really have nobody else to talk to.

Emma elicited twelve Elements which showed a concern to provide this mothering rather than the physical aspects which would be immediately evident. Element A: Feeding, check eating meals, cook for invalids.

040.2 Interviewer: You said first of all feeding, does that mean you actually do the cooking?

Emma: No, it doesn't. I'll do a very little bit of cooking and that is when they are sick, ill, and I tend to just cook for them their specific needs when they are ill. I think it is important that they have something that they want when they are ill, rather than just bring them a school meal down - chips and a pie or something is no good. What they want is soup and scrambled eggs, so I cook for them when they are ill.

Similarly for Element B: Clean clothes, bed-linen, especially bed-wetters.

020.1 - and making sure their washing is done and they are wearing clean clothes, and they have got clean bedding. That's part of my job.

Interviewer: Then you said about clean clothes. You don't do the laundry?

Emma: I don't wash, no (laughter).

Interviewer: Does someone come in and do that?

Emma: Yes, we have a laundry down at the school and it is my job to receive the clothes.

100.4 When I first started this job they said you often find a few boys who wet the bed and I thought goodness me and they said 'Just check them in the morning', and I remember putting my hand down the first wet bed and thinking Ooh (laughter) I thought 'Crikey this isn't what I was trained for I'm sure' (laughter).

Element C: Health, first aid, medicine etc. expanded on the points Emma made early in the interview which were quoted above.

Element D: Undivided attention similarly expanded the aspect from the original point quoted above.

Element E: Teaching part-time was a voluntary activity that Emma had arranged with the headmaster for times in the day when she was free and with the thought in mind that it would be experience should she wish at any time to teach.

275.10 (Administrator) that really is what my job is, looking after the boys, as I say the teaching is something that I choose to do.

Element F: Mending, sewing was at the level of personal support for the pupil, not an official aspect of her work.

160.6 - - - I do other little things, like mending and sewing for boys whose teddies' heads fall off and things like that - - -!

080.3 I do some washing but it is just sort of things that they want doing - like if they are going to Cubs and they want their Cub shorts washing and ironing then I'll do that for them as a one off, or their cricket whites, things that the school laundry won't do or tend not to do.

Element G: Responsibility for cleaners appeared to be an area of confusion for Emma.

190.7 Yes, I suppose I do have quite a lot to do with the cleaners because I am also responsible for ordering their supplies as well, cleaning supplies and if they want anything like dish cloths or washing up liquid, brooms, then I get that.



180.7 They (the cleaners) were here before I was, they are sort of long established, I think even before the housemaster came. They sometimes tell us what to do!

Emma took responsibility for all the ordering of household needs, Element H: Ordering and Shopping, doing it as well as administering the system for it, as with the cleaners.

With the elicitation of the next element Emma again showed her concern to provide emotional support for the pupils. Element I: Communication with all the other adults in the school.

205.8 Interviewer: - - - would it be possible for you to do your job without having contact with them? (Other adults in the school).

Emma: Yes, I think it would be just possible to do everything in my own sweet way and - - - I think it would be a very bad way of doing it but I think you could, it would be possible but obviously I think that when a boy is ill or he is not particularly well enough to do games, then you say to the games staff, "Don't let him do games", because they are a bit rough you know. I think it is quite important - I live with the boys and I see them out of school. Now if there is anything that particularly bothers me about their behaviour out of school then, yes, I'll go and I'll tell the teachers - - - and vice versa they'll say, "This boy is acting very, very strange, his work is just going down. Do you know if he is doing any homework? Do you know if he's - if anything is wrong with his Mum and Dad, will you ask him"? Yes, that's quite important.

A particularly irksome part of Emma's job was expressed in Element J: Travelling and waiting for appointments.

125.5 Waiting, that's the real crunch. If you think how much time you wait at a doctor's just for your own appointment and think that you are doing that with quite a large % of the boys - oh dear, it's terrible. So you just have to get used to it, so I take paper or write letters whilst I'm waiting.

Another voluntary part of Emma's job was Element K: Running the Young Farmers' Club in the school.

330.11 - something that I inherited from the other House master, he was keen on doing it and I was involved in YFC before I came here so it was the natural thing to take over. - - - It gives me some contact with the older boys or you tend to be a bit isolated.

Another large part of Emma's job was Element L: Covering for Matron in the upper school for 2½ days a week.

350.12 On her afternoons off I do her job. - - -

A lot of that comes in the waiting part - just sit around just waiting for boys to be ill (laughter) or have an accident!

Emma's Elements formed into two smaller clusters which then linked and finally joined a further separate Element, see Figure 6.5(b) EMMA below for the Element Tree.

Element Cluster 18 combined six largely undifferentiated elements:

A: Feeding, checking eating, cooking for invalids.

C: Health, first aid, medicine, minor complaints.

J: Travelling and waiting for appointments.

F: Mending, sewing, personal laundering.

B: Clean clothes, bed linen.

H: Ordering and shopping

which were all concerned with the immediate needs of the pupils.

Element Cluster 18 covers looking after individuals' various day-to-day needs.

This linked in Element Cluster 20 with a similar aspect, Element L: Cover for Matron, which is still concerned with pupils' welfare.

A second cluster was formed in Element Cluster 19 linking two undifferentiated elements, E: Teaching part-time

with element K: Running the Young Farmers' Club  
I: Communication with all other adults  
in the school.

For Emma communication about the pupils' well-being was an important aspect of the job, particularly in ensuring that she was seen not as a teacher but as a supportive person to go to with their difficulties.

240.9 Emma: You could do it (job) without speaking to any of the members of the staff but for the boys it is best really for you to have a lot of communication with the teachers.

Interviewer: You would see that as a large part of your job that sort of communication?

Emma: Yes, definitely.

Interviewer: - with all the other adults?

Emma: Yes, except that I don't like, I try not to be like a teacher and, because I think that I would lose a lot of - oh - the boys would see me more as a teacher instead of someone to look after - someone to go to with their problems - Oh that teacher is getting on to me and they would see me as one of them. Yes, that is why piano lessons are so good because really they are not in the sort of classroom situation as a normal teacher is. If I did more teaching and gave them lots of home work and that it would start to look like (being a teacher).

Element Cluster 19 is concerned with ensuring a sympathetic personal style of communication.

With the addition of Element G: Responsibility for Cleaners to this cluster to form Element Cluster 21 the personal development of a communication style is evident. As illustrated for G above, the relationship between Emma and the cleaners was unclear although she saw their work and how it was done as important for the pupils' well-being.

Both Cluster 20 and 21 link together at Element Cluster 22 before combining in Element Cluster 23 with Element D: Emotional support, individual attention. This, the first point Emma made in her elicitation, was not within her job brief.

150.38 - - - I think emotional support is sort of an unwritten part of the job but how far you carry it. I mean you could have absolutely nothing to do with boys if they were homesick and say, "Get over it", or you could not be interested if they were upset.

Emma was about to move on from the job and the head teacher of the school had asked her to write a job description for what had, until her arrival, been a job undertaken by a teacher/housemaster. She found the elicitation procedure a useful way of pin-pointing the aspects of her job that would need to be in a job description.

The Construct Tree in Figure 6.5(b) EMMA shows two distinct clusters of constructs.

Construct Cluster 10 linking constructs 1 and 2, both of which separate out the elements directly linked to contact with the boys rather than general administration for them.

470.15 This one, L, you are dealing directly with the boys and this one, B, you are just - you are actually administering to the boys here and the health business, C, you are actually having contact with the boys -

actually seeing them. Whereas the clean clothes business is something that you do for the boys. It's got to be done for the boys or they wouldn't bother themselves - it's a bit of a chore for them, this clothes business is not very interesting so that is something that you do for them and make them do, rather this is something that they need - you have direct contact with them.

Points which are similar to those made in Element Clusters 18 and 19. Construct Cluster 10 linked with construct 5 to form Construct Cluster 13. Here Emma illustrated her personal style in interacting with individuals.

440.29 These 2 are more things that you can do without - You can do without really having any sort of relationship, I suppose especially H.L. Well that's a bit different because of contact with the boys. Probably L and G ought to go together there. Yes those 2 ought to go together.

Interviewer: The relationship with the cleaners and the relationship with the boys is important?

Emma: - and relationship with the matron really I suppose is important. If she wants to change her days off she probably isn't going to ask somebody who isn't approachable.

Interviewer: No, and H you can do without having any of that relationship?

Emma: Oh yes.

510.31 Interviewer: You said you had got a pretty good idea whether the cleaners actually work their full hours or not?

Emma: Yes, a very good idea, yes.

520.10 Interviewer: That ordering and shopping one, cleaning materials, you said some time ago I think that the cleaners told you the quantities and you went off and ordered according to how much you thought and they were over ordering.

Emma: Yes. (laughter)

In Construct Cluster 11 the two constructs 3 and 6 remained undifferentiated and were then linked to construct 7. Here Emma distinguished between what she termed as 'definitely part of my real job' - aspects of pupils' physical and mental health and other things she chose to do, i.e. things like piano lessons which would not be in her job brief.

101.21 For the boys to be healthy it needs to be a clean house and if it isn't a clean house then something is obviously going wrong. You should be making sure that it is clean for the boys to live in. The teaching business is just completely different (piano lessons).

150.22 The degree I did at \_\_\_\_\_. I did a lot of health in that, especially in the 4th year, not as much first aid as just sort of more different diseases and cleanliness and the things that you got from being dirty, dirty water and things like that, sort of history part as well. So I got quite a lot of the health from that.

200.24 Emotional support is something that you instinctively feel, you know, and obviously if a boy is upset or homesick you instinctively know that that boy needs you, or needs someone to talk to. It's something that I think you learn with experience but

it is something that you feel yourself instinctively,  
you know what to do, or know what you ought to do at  
least.

Construct Cluster 11 identifies the importance of cleanliness for  
physical health.

Construct Cluster 11 identifies the importance of emotional support  
for mental health.

In linking to Construct Cluster 12 Emma returned to the large number  
of routine chores which she undertook in her job; waiting for appointments,  
cover for Matron etc.

190.40 Ooh, these are horrible jobs these! (J and L)

Interviewer: Does it affect how you do things?

Emma: Not really, the jobs have to be done whether  
you like them or you don't.

215.41 Not the thing that you wake up in the morning  
and think, "Gosh today I've got to cover for Matron at  
main school I'm really looking forward to this".

Construct Cluster 12 represents the boring nature of routine  
repetitive domestic chores.

With the addition of her final construct 4 in Construct Cluster 14  
Emma separated out those aspects of her work to do with good relationships  
as she had done in Element Cluster 19. Emma's job had all the aspects of  
a boring repetitive job which used the most fundamental of domestic skills.  
In undertaking the job she had obviously added a dimension which used the  
time when she applied her domestic skills for other purposes : emotional  
support for the pupils. Emma's success at this was noticeable, not simply  
from her statements, but from the spontaneous warmth of the attention of  
the pupils around the house whilst the researcher was there.

Figure 6.5.(a) EMMA

Raw Grid.

No.	Constructs	A B C D E F G H I J K L													
		A	B	C	D	E	F	G	H	I	J	K	L		
1	Administering to boys.	LC	2	5	1	1	2	4	5	5	3	3	2	B	Done for boys & make them do.
2	Not quantifiable - just those who need it, emotional support.	JD	4	5	1	4	3	5	5	3	1	3	3	H	For all the boys behind the scenes.
3	In order for boys to be healthy.	GC	1	1	1	5	2	2	1	3	1	5	1	E	You choose to do it.
4	Instinctive support building up a relationship (attention seeking).	D	5	5	5	5	5	3	5	1	5	3	5	C	Common-sense, ability & experience.
5	Build up a relationship - respect for you.	GL	4	5	3	3	4	1	5	1	3	2	1	H	Do without really having a relationship.
6	Physical and mental health.	CD	1	1	1	4	3	2	1	4	2	5	1	K	Social - for boys - meet them on a different level.
7	Definitely part of my real job.	AF	1	1	1	5	1	4	2	4	1	5	1	I	You think it ought to be done.
8	They have to be done - but not enjoyable.	JL	4	1	4	5	1	5	3	5	1	5	1	G	Accept responsibility as easy relationship.

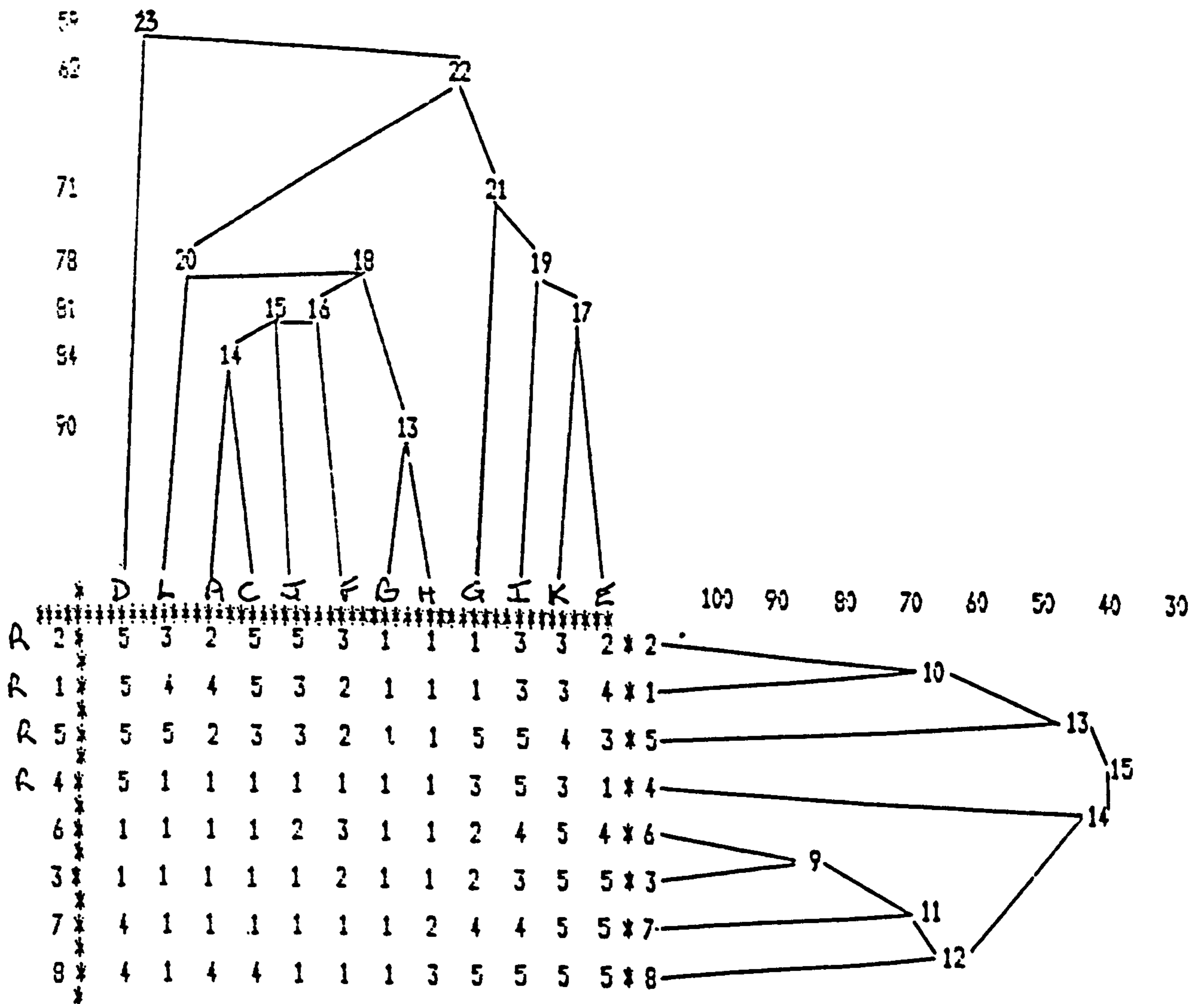


Figure 6.5.(b) EMMA

Focus-ed Grid showing Element  
and Construct Tree.

Elements.

- A Feeding: check eating meals; cook for invalids.
- B Clean clothes; bed-linen, especially bed-wetters.
- C Health: first aid, medicine, minor complaints, dentist etc.
- D Emotional support: undivided attention.
- E Teaching part-time: English; piano.
- F Mending, sewing, personal laundering, e.g. Cub uniforms.
- G Responsibility for cleaners.
- H Ordering and shopping; medical, boy's clothes, cleaning materials, some food.
- I Communication with all the other adults in the school.
- J Travelling and waiting for appointments etc.
- K Running the Young Farmers' Club within the school.
- L Cover for Matron in the upper school for 2½ days a week.



**Table 6.7. EMA Analysis of the Range of Tasks undertaken by HEC professionals in their Jobs.**

<u>EMA</u>	<u>ADVISORY:</u> food, appliances, techniques,	<u>DEMONSTRATING:</u> food, appliances, techniques, etc.	<u>TESTING:</u> food, appliances, techniques, etc.	<u>MANAGEMENT:</u> i) own work ii) others' work	<u>OTHER:</u> i) internal ii) external
1				<ul style="list-style-type: none"> <li>1) <u>Appointments etc. re pupils' health.</u></li> <li>1) <u>Informal liaison with other school staff.</u></li> </ul> <p>Unclear on responsibility for house cleaners.</p>	<ul style="list-style-type: none"> <li>1) <u>Routine chores associated with care of children.</u></li> <li>1) <u>Social activities within school.</u></li> </ul>

Ava: Research Officer in a home economics department of a higher education institution.

Whilst not unique within home economics Ava's job is uncommon, as it would be in any subject. A research officer's role is usually, but not necessarily, linked to their undertaking research for a higher degree as well as being involved in research work for the department. These two aspects are frequently, but not always, linked, the higher degree study contributing to particular departmental research.

Ava was working towards a higher degree, her Element A: Research activities directed by professor. These research aspects of her work are shown under Testing in Table 6.8 AVA below. This area was by far the main area of Ava's work, on which all the Other and Advisory aspects depended. Ava's work required perhaps more self-motivation than that of any other H.Ec. professional contacted.

010.1 It (studying for a higher degree) is a very solitary process and you have to be very highly motivated.

As most research officers do Ava contributed to the under-graduate lecture programme Element B: Lecturing - small course to 1st year students.

An important aspect for Ava of her work was expressed in Element C: Contributing to the literature.

8. (The company had appliances) they wanted to test. I provided an independent report of the (appliances') performance in a series of about 12 different tests specified by them.

Interviewer: Was that the basis of your article in (named journal)?

Ava: No it wasn't, I did some more (tests) for that one.

The literature contribution arose from the Element D: Consultancy Work, evident in the quote.

6. - the department was approached by (company name) to see whether or not we could do some consultancy work for them.

7. I got this piece of work because I was employed as a research officer - - - It took a lot of my time - - - I worked very hard, I worked from seven a.m. to midnight most days for a month on that consultancy.

Element E: Supervision of student project arose from the lecturing undertaken and was a joint supervision. Ava found this useful as it:

6. - trained me in student project supervision.

With Element F: Membership of professional bodies Ava emphasized the usefulness of membership of several of these.

3. It is useful in getting to know people and getting your name known.

4. - I do think that professional contact - lecture, whatever - is really the medium for the social interchange, rather than the other way around.

Finally with Element G: Industrial placement, staff management trainee Ava recognised the usefulness of this quite long industrial placement for her ability to be effective as a research officer, particularly in regard to the need to be self-motivated.

1. - I feel that my management training job (with a national retail store) did give me a degree of maturity and experience so that I could cope with the job (of research officer). Also, probably, it helped me interact with the other people I was working with - having been in a full-time working situation, not just a part-time or holiday job - you have to interact. An important element of any job is getting on with the people you are going to be working with.

Ava's Focus-ed Grid, see Figure 6.6(b) AVA below, gives three broad clusters of elements.

Element Cluster 10 combines two undifferentiated elements, neither of which were seen as related to her actual job role

E: Supervision of student project

B: Lecturing, small course to 1st years

with a third element G: Industrial placement.

All of these were seen as extending Ava's experience, in the sense of increasing her future employability, rather than contributing directly to her research role.

Element Cluster 11 again had two undifferentiated elements

D: Consultancy work

C: Contributing to the literature

both of which are the external manifestations of research, the evidence of what is otherwise a solitary activity.

7. (of consultancy work) It took a lot of my time but I was keen to do it, it was an interest of mine.

The link between the two areas was evident in how Ava explained the order in which she obtained future research.

9. Interviewer: Did you get any further consultancy work?

Ava: Yes, following on from that I was invited to write the chapter (related to consultancy work) in a book and that then led directly to my work on the (named company) project. Following on from that I was asked to write two further chapters in the book.

To these two elements, a third, A: Research activities directed by professor, was added. Ava clarified her understanding of home economics research as:

5. - well home economics is essentially to do with people as I see it. Most of the home economics research that I know of has either been conducted in order to improve the life-style of people in some way or in order to elicit their opinions or behaviour patterns or attitudes towards - oh, household appliances.

Element Cluster 11 is concerned with research into home economics, covering people's attitudes to, opinions of and behaviour patterns associated with their life-style.

Element Cluster 11 then linked with Element Cluster 12 with the addition of F: Membership of professional bodies. The importance of F for Ava's research is in the sharing and solving of research problems.

5. - I think that the main value (of the Market Research Association) is in terms of the information exchanged, they have a very efficient system of publishing papers, publishing information by people. There is a journal which contains relevant articles (to her own research). - these have led me on to different references and so of course I have spoken to the people who produced these so I've got a better background to my research.

In relation to this Ava's comment on the IHE is worth noting as it distinguishes it from the other two professional associations to which she belonged.

4. I think they (IHE) are trying very hard to move away from the fact that most of the meetings are social events.

- - -

Interviewer: Did you actually get any help with your

research through the AHE? (IHE formed from AHE)?

Ava: No, none whatsoever. I didn't think there would be any point in it (looking for help) they wouldn't be able to give it to me. There isn't the research, the background. It's not part of their experience.

Element Cluster 12 illustrates the importance of effective information exchange in researching any aspect of home economics.

The Construct Tree, in Figure 6.6(b) AVA below, shows several separate clusterings: 10; 11 and 12; 13; 14; and 15. Construct Cluster 10 linked constructs 8 and 7, where again, as with Element Cluster 10, the aspects of work in the department irrelevant to her research, i.e. teaching textiles, were immediately separated out. This time the emphasis was on the aspects in which Ava felt confident to undertake consultancy work.

Construct Cluster 10 refers to the specialist subject knowledge required to undertake consultancy work.

Construct Cluster 11 made a similar point, through construct 4, but added little further information.

Construct Cluster 12 linking Construct 6 refers, in a similar way to Element Cluster 12, to the inter-relatedness of contributions to the literature and membership of professional bodies in informing Ava's research.

Ava referred to this in relation to the H.Ec. discipline generally:

11. Home Economists are not aware of the extent to which they can contribute to the literature. The majority of people who could do so are in education (defined as the H.Ec. discipline) and trained before the research involvement was there. Research (in home economics) is just developing

and was aware of a further problem for those who might contribute:

11. Research happens at university level, at college level the importance of the job is teaching students. It would be wrong not to emphasize that.

12. In the Home Economics Research Conference the people are from the colleges. For instance at the Chemistry Society meetings the presenters are doing government funded research or in universities.

Construct Cluster 12 emphasizes the total environment which supports a subject's research development.

In Construct Cluster 13 the personal qualities of the individual are distinguished from the subject background but without any emphasis being placed on qualities of value in Ava's job.

The contribution of construct 3 to Construct Cluster 14 highlighted the understanding of consultancy work in home economics, i.e. research as defined in Element Cluster 11, held by Ava. Home economics for her was consumer orientated, membership of the Market Research Society being obtained via completion of stipulated parts of Ava's original home economics degree.

Construct Cluster 14 illustrates a consumer orientated approach to the subject matter of home economics.

Finally Construct Cluster 15 returns, with Construct 2, to the emphasis on those aspects of Ava's job central to her role as a research officer, points already discussed above.



Figure 6.6. (a)AVA

Raw Grid.

No.	Constructs	A B C D E F G H I J K L																
		A	B	C	D	E	F	G	H	I	J	K	L					
1	Functions performed whilst in post of R.O.	DE	1	2	1	3	2	1	5								G	Essentially G was a qualificatory factor/element for job. I.e. maturity.
2	Represent principle elements of job of R.O. has to be performed whereas other elements wouldn't.	AC	1	4	3	4	4	5	N/A								B	Reps. a 2 year part of job as R.O. (some element of choice as to whether to do it.)
3	Both contained elements of consultancy work.	GD	3	3	1	1	3	5	2								F	Membership of a body - not actual work.
4	Linked by the textiles area of the subject matter.	BE	5	1	5	5	1	N/A	2								C	Haven't published on textiles.
5	H.Ec. related D - H.Ec. necessary to do it, F-H.Ec. necessary to join it.	FD	1	3	1	1	3	1	5								G	Not H.Ec. related, I.e. H.Ec. not necessary to do it.
6	Inter-related aspects of research work for theses.	CA	1	5	1	3	4	2	5								B	A job I was asked to do, not a research interest choice, but by circumstances.
7	Similar because of textiles element - dealing with consumer appreciation of textiles.	GE	1	1	5	5	1	2	2								D	Consultancy not included any work on textiles.
8	Linked by consultancy work - people in professional bodies helped me to get consultancy.	CF	4	5	1	1	5	1	4								B	Textiles = part of job, not aided by "network" of "girls" in H.Ec. I.e. professional contacts.

Figure 6.6.(b) AVA

Focus-ed Grid-showing Element

and Construct Tree.

Elements.

- A Research activities directed by professor.
- B Lecturing : small course to 1st year students.
- C Contributing to the literature e.g. journal articles.
- D Consultancy work.
- E Supervision of student project.
- F Membership of professional bodies.
- G Industrial placement: staff management trainee - not necessarily home economics linked.

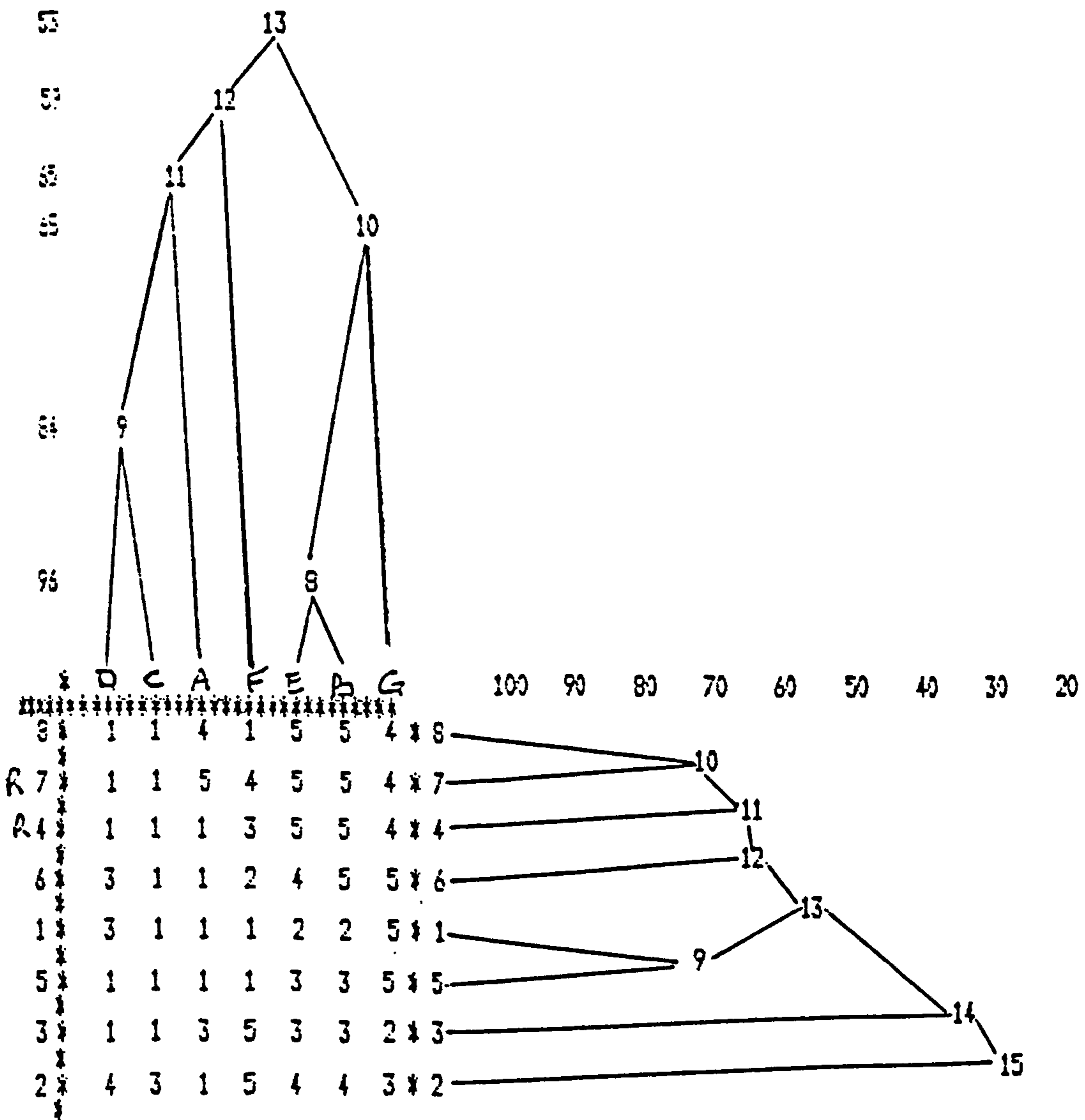


Table 6.8. AVA Analysis of the Range of Tasks undertaken by Hec professionals in their Jobs.

<u>Job no.</u>	<u>ADVISORY: food, appliances, techniques,</u>	<u>DEMONSTRATING: food, appliances, techniques, etc.</u>	<u>TESTING: food, appliances, techniques, etc.</u>	<u>MANAGEMENT: i) own work ii) others' work</u>	<u>OTHER: i) internal ii) external</u>
1	<u>Contributions to Home Economics magazines and textbooks.</u>		<u>Developing research skills. Undertaking own research. Consultancy work for external organizations.</u>	<u>1) Largely self-motivated. 11) Liaison with others in order to complete work.</u>	<u>1) Some lecturing. 11) Presenting research papers etc. 11) Invited lectures. 11) Membership of professional associations.</u>

Lou: Home Economist with a Local Authority Social Services Department.

Lou was almost at the end of a one year placement linked to her degree course in home economics. Whilst gaining insight into a range of social service department activities Lou had been made responsible for developing her own role as a home economist assisting physically handicapped individuals achieve independent living, see Table 6.9 LOU, under Advisory. Her work was regulated by the professional social work team of which she was a member.

Unlike Gwen, whose job role sounds similar, Lou was working within a context where a home economist's contribution was understood by the team. Hence Lou had to provide specific inputs under Demonstrating to the User's Panel which drew on a real understanding of her degree course background knowledge and how to use it.

Other than this her skills in home economics were a background:

125 p.4. you're more confident and more competent at what you are doing now because you've done it at a higher level than most people could have done.

Lou elicited Element A: Community Skills and Element B: Equipment at the right level for the job, at the same time making the following distinctions:

Of B 020.1 - equipment for the job -

Interviewer: At the level of the institution?

Lou: Possibly, yes, they are planning new hostels

- - - and obviously teaching domestic skills to the handicapped, their needs.

Of A 035.2 It's not just domestic skills, there are community skills, they are needed towards the domestic skills of things like shopping - - - they lead into home economics.

Element C: Knowledge of clients' educational skills was a recognition

of the very varied background experience of individual clients and Lou's own lack of knowledge in this area.

060.2 - but for my job I'm needing more social background, because I'm so ignorant - - -

075.3 - - - to turn around and do it with a bunch of Mums, tell them - (laughter)

Whilst many of these points were similar to those made by Gwen above, the overall Local Authority contexts within which they worked were very different. Gwen's contribution to the professional social work team was new and therefore not yet anticipated by her colleagues and the whole team were working towards restoring personal autonomy to their clients, many of whom lived in circumstances of severe deprivation.

For Lou the Local Authority recognized the contribution of home economists. Pat, see interview in section 6.4.1 below, was a home economist on the senior management team, and had established a number of ways in which they could contribute. Unlike Gwen's Local Authority the structure through which Lou could contribute was more formalized as can be seen from the other Elements she elicited. This in no way suggests that the policy towards individual clients was any different, simply the means of implementing it, in a community where severe deprivation was much less evident and possibly did not exist on the same scale.

Lou's Element D: Research and Development, e.g. programme development and User's Panel, referred to her contribution to Local Authority committees which provided information for policy decision makers.

Lou was based in one area and recognized this as where she had to establish herself and her contribution to the team. Element E: Grass-Roots contact with establishment, working in one area training centre. A further development of this was Element F: Future thinking of the Local Authority, home economist in every area office.

The Local Authority was in the process of re-evaluating all its social

welfare provision and Lou saw her contribution as a possible exemplar of future practice.

115.8 Interviewer: Are you saying that your job falls into two sections?

Lou: Not necessarily, it is part of the time at the day centre and part of the time at head office but I think a home economist has more idea about working the two together - - -

160.9 - - - It (home economics background) helps you in everything, you are quicker, more objective about everything e.g. about shelving or equipment.

Lou then enlarged on her specific role Element G: Home economist in a day centre - teaching domestic skills.

100.3 - so my job is a Family Aid which anyone can do, any sort of normal person.

Interviewer: You don't need your professional background for that?

Lou: Could be a very knowledgable - Mum - could do it, on that particular bit. I've developed it further, I've had groups together.

140.4 - forget everything at degree level and take it (subject knowledge) right back down. But you do that, you've got it there to do that.

Lou's Focus-ed Grid, see Table 6.7(b) LOU below, shows three main clusters, 9, 11 and 12. These are discussed below with the recognition that the small number of elements elicited by Lou means that the constructs must be regarded with some caution.

Element Cluster 9 combines:

D: Research and Development;  
and B: Equipment at the right level;

welfare aspects of her work.

295.10 - at first non-acceptance by the staff as I didn't know the system (refers back to previous point) - - -

095.3 - if I was in the job long-term I'd feel happy about the home economics background but not about the social work -

295.10 - now, well probably some of them don't even realize I'm a home economist so that problem (non-acceptance) doesn't arise.

At this point Lou was nearly at the end of her placement and had effectively developed a number of programmes within the day centre.

Element Cluster 12 illustrates the professional Home Economist's need for expertise from areas other than her subject specialism.

The Construct Tree in Table 6.7(b) LOU below must again be interpreted with some caution as only seven constructs were elicited. With this in mind clusters 10, 11, 12 and 13 are considered below.

Construct Cluster 10 links constructs 2, 4 and 3 with little differentiation at Construct Cluster 9. All make a similar point that the close contact with clients is necessary in order to apply subject knowledge effectively. In constructs 2, 4 and 3 this was seen as different to the professional concerns Lou had in relation to overall Local Authority policy. In combining these with construct 7 into Construct Cluster 10 Lou had seen a different aspect emerging. This was her need for "grass-roots" contact in order to develop future thinking in relation to policy planning. This point was set against the very personal aspect of Lou's contact with individual clients.

160.9 You need to know about quite obvious things -  
cooker knobs - and then the research into that and  
so on.

155.9 - what features (of domestic appliances) are best for them, (clients) because you can't just, even with a home economics training, prepare yourself for what they need. They (physically handicapped) are not your average consumer.

Construct Cluster 10 refers to the ability to adapt subject knowledge to the needs of individual clients.

Construct Cluster 11 keeps construct 1 separate but does make a similar point to Construct Cluster 10 set against Lou's evident concern that she lacked the teaching skills necessary for the job.

Construct Cluster 12 then linked Construct Clusters 10 and 11 to Construct 6. Here the distinct contribution her home economics training provided her with was the ability to work at different levels. She was able to do much more than her very basic role, that of 'a glorified Family Aid' (105.3) required, and to do that in an informed way.

Construct Cluster 12 refers to the ability to provide subject expertise at an appropriate level.

Finally, with the addition of construct 5 into Construct Cluster 13, a very similar point was made.

In fact as part of her industrial placement Lou was also writing a report evaluating her development of her role at the Day Centre, a point she did not mention during elicitation. Subsequently this report was used to help make policy decisions within the Local Authority, a clear example of using expertise at different levels.



Figure 6.7.(a) LOU

Raw Grid.

No	Constructs	A												L				
		A	B	C	D	E	F	G	H	I	J	K						
1	Grass roots contact with clients in centre helps in deciding on right level of equipment for job - ie, Dom. appliances in units.	BE	5	2	4	1	2	3	3								A	Relates to teaching role rather than equip. selection as a H.Ec.
2	Prog. develop in training for living in small community units - something person with H.Ec. background - link to Hants. future policy thinking.	FH	4	2	5	1	3	1	3								C	Relates more to grass roots level in teaching or putting across info. on an individual basis.
3	Both involve teaching basic everyday skills - more related to running a home than my training as a H.Ec.	GA	1	4	2	5	3	5	1								H	Research develop. Is a very different aspect of my job, in partic. needs clients relation to my job.
4	Grass roots involve with adults gives a much better impression of their needs in dom, training & variety of skills & ability involved in such a broad area of teaching.	EG	1	4	2	4	3	5	3								F	Future thinking - from grass roots involvement broader impression suitable accom.
5	Both involve grass roots contact. In my case this has been essential basis for 1st hand exp. of & training before apply H.Ec. skills in job.	EG	2	3	2	5	1	4	1								H	R & D is at a much higher level in the job & derives from experience gained without involving ATC.
6	Prof. training has helped in my confidence in ability to teach Dem. skills & at a higher level to recog. need for research develop in suit. equip.	GH	1	2	4	1	2	3	1								A	Community skills - money, reading signs, which training in H.Ec. not involve very common-sense.
7	Grass roots contact is impt. basis for developing future thinking in relation to provision for mentally handicapped in Hants.	EF	4	2	4	2	1	1	1								G	Teach. dom. skills is a personal aspect, relating as far as poss. to needs of each individ. trainee rather than admin.

and Construct Tree.

Elements.

- A Community skills.
- B Equipment, at the right level, for the job - catering, laundry etc.
- C Knowledge of clients' educational skills, i.e. "putting information across".
- D Research and Development e.g. programme development and Users' panel.
- E Grass roots - contact with establishment working in one area training centre.
- F Future thinking for the local authority - home economist in every area office.
- G Home economist in day centres as well - teaching domestic skills e.g. to physically handicapped.

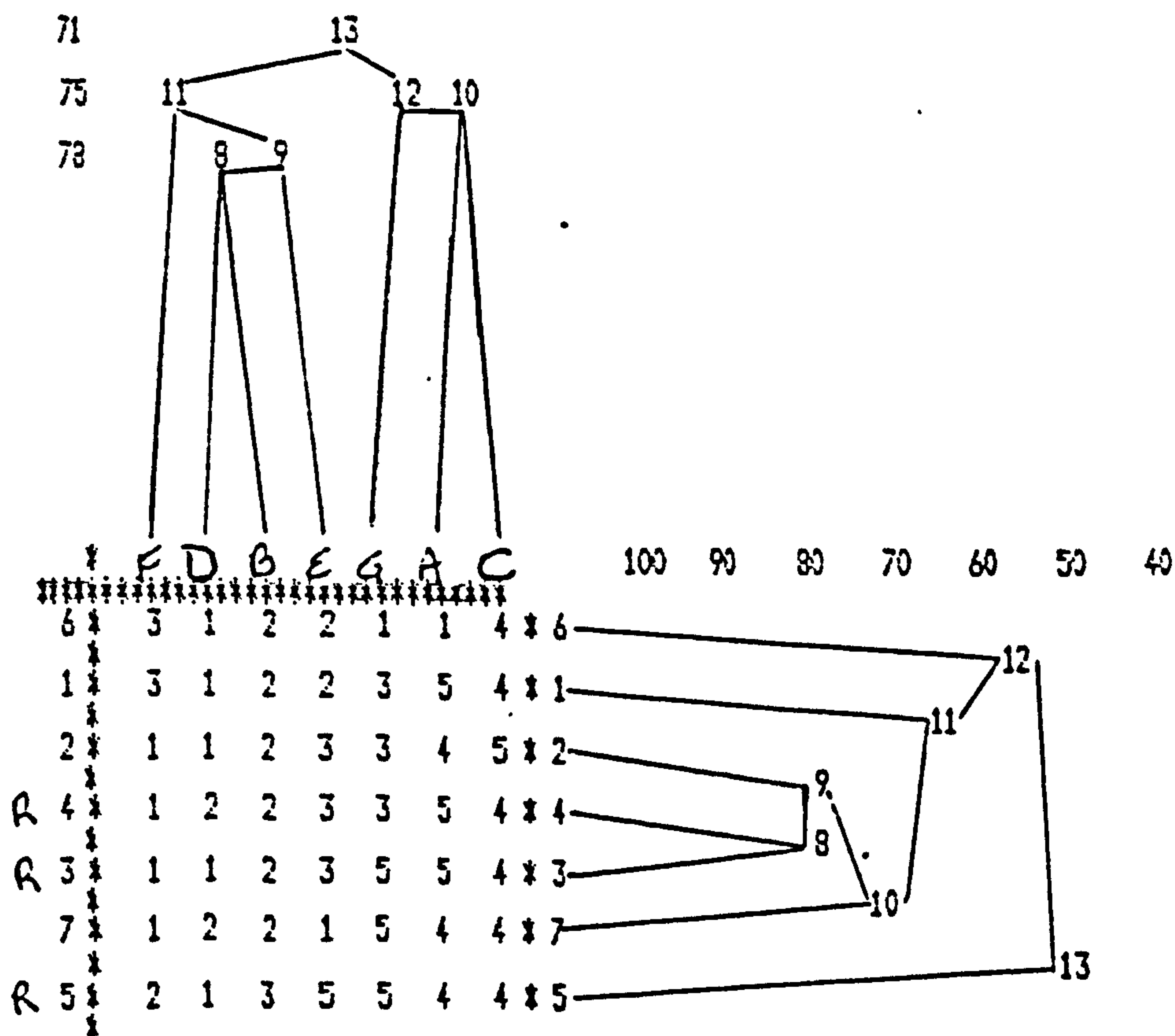


Table 6.9. LOU Analysis of the Range of Tasks undertaken by HEC professionals in their Jobs.

<u>Job no.</u>	<u>ADVISORY:</u> food, appliances, techniques,	<u>DEMONSTRATING:</u> food, appliances, techniques, etc.	<u>TESTING:</u> food, appliances, techniques, etc.	<u>MANAGEMENT:</u> i) own work ii) others' work	<u>OTHER:</u> i) internal ii) external
1	<u>Teaching domestic skills to physically handicapped in preparation for independent living.</u> Demonstrations to small groups.	<u>Committee: Users Panel. Advising on appropriate equipment for hostels etc.</u>		1) Liaison with fellow professionals.	Require P.G.C.E. Certificate if the post was permanent. 1) Further knowledge of social welfare system.

Can see the value of advising family aids if there was an opportunity.

#### 6.4. Discussion of Interviews with H.Ec. professionals.

Table 6.2 p.194 lists these H.Ec. professionals in the order of discussion. Tables listing 'Analysis of the Range of Tasks undertaken by H.Ec. professionals in their Jobs' are placed at the end of discussion of each individual's interview.

##### 6.4.1. Discussion of Individuals' Interviews.

Vera: Area Officer, Home Improvements for Local Authority Housing Division.

At one point in the interview Vera said:

550.14 I've got great job satisfaction, for the first two years I used to sit here and think I'd do it for nothing!

Essentially Vera's job was an advisory one, see Table 6.10 VERA below, in an area of severe housing deprivation within a city. The area had been declared a housing action area and the local authority was thus empowered to enforce housing improvements. Vera's job involved advising tenants, owners and local authority departments on developments in order to achieve improvements without recourse to compulsion.

A large part of Vera's work involved the checking and monitoring of plans and proposals against statutory requirements and the local area plan. The area plan was drawn up from an initial survey undertaken by the Housing Department.

110.4 That's the first thing, the questionnaires.

Then we do an analysis of the area. We work out how many people we have, who lives in the houses etc.

How many houses where we are going to knock two into one. We then draw up a list of all the things we are proposing.

Using appropriate techniques to gain access to the required information for her job was a large part of Vera's work.

This survey had made clear to Vera the lack of basic household amenities in the housing:

005.1 - problem facilities, that's what I'm dealing with here. People who are in sub-tolerable houses tend to be elderly, low income groups - It's important (to have) facilities. Let's face it people who are fairly well off don't live in two rooms with an outside loo!

Vera's work depended on her knowledge of relevant Acts and Building Regulations.

150.5 We (Area Officers) have to find our way through various Acts and there are always amendments, always circulars - - -

040.2 - we check plans to see that they are not going to mis-use the space - - -, we also check to make sure they have natural light and ventilation, storage, height of rooms. Ergonomics basically - - not to put the kitchen sink at the window if you can avoid it because you can't get up to clean the window.

Vera had to implement effective planning of buildings from her knowledge of technical background information.

The last part of the quote above was made with reference to her home economics training. Vera felt that her background helped her in the job.

015.1 Interviewer: You said that you were 1 of 56 interviewed for this job. Do you think there were other people there whose courses had given them a similar background?

Vera: No, I don't think so. There were architects applied for this job and didn't get it. You would think for modernization of old property an architect would have a better chance. - architects don't cover the social side, town planners don't either.

Vera returned to this point later in the interview.

215.8 One of the chaps (colleague) has a Diploma in Housing Management, I've seen the syllabus and I don't think I'm being biased when I say that home economics, our social aspects, has the edge on that even.

For Vera this "edge" is:

220.8 I think you understand people and their home problems more - .

Vera gave an example of a colleague with a similar level of qualification who lacked this quality from his training.

225.8 We have one chap who has a degree in Political Science who doesn't like the job, he's looking for another. He feels he can't cope - - - he can't be bothered with "Mrs. Brown" and all her little problems.

240.8 I'd say he (person in above quote) is the type of person who likes to sit down and maybe plan something ahead, so long as it is on paper. When it comes to dealing with people I don't think he is so interested in the actual people.

For Vera home economics is about dealing sympathetically with people and their immediate concerns.

When questioned further about this point, i.e. was it in fact more to do with employing mature individuals, which Vera was, she said :

255.8 They tend to plump for more mature individuals, mature approach to life. Having said that we had a chap who was 23, a town planner, but again he didn't want to be bothered with the people. He was alright as long as he was planning things, when it came to dealing with the public he didn't care for it so much.

Vera's concern to deal sympathetically with people, which she felt sprang from home economics, was, in terms of her job, summed up as :

040.17 The only thing in connection with this (job) is to look at each household as consumers of what we are providing.

This despite the underlying compulsory nature of the work she implemented.

As consumers Vera felt that householders needed access to information in forms which they could use.

483.13 After some time we found we needed something we could give to the public. You know, they come in and you tell them all about the grants and tenants' rights, and they go out the door and there is no way they remember all that. So we designed these leaflets, 10 of them, I mean there is not a lot of design in it but I still had to plan it.

470.13 (Similarly) - my charts there, (above the desk) I can sit here and read the lettering etc. (on the maps) and I don't need to remember. People on the phone say "You have a fantastic memory".

Vera felt in her job the consumers had the right to comprehensible information.

Selecting an appropriate method of communication facilitates Vera's work.

with little differentiation, and link these to:

E: Grass-roots contact with establishment.

All of these are the fundamental aspects of Lou's job specification and, for her on a student placement, of fundamental importance. The experience of using her subject expertise in a working context had made her aware of other areas of expertise she needed.

070.2 - trying, in college, to pick it all up and being taught how to do it, but actually to turn round and do it! (laughter)

- - - for my job I'm needing more of the other (social) background which the others (colleagues) have got.

Element Cluster 9 illustrates the understanding of the social context that home economists require in order to apply their subject knowledge.

Element Cluster 11 is formed from Element Cluster 9 and Element F: Future thinking for the Local Authority - home economist in every area office. An extension of the point above.

A quite separate cluster showing on the Element Tree is that of 10 into 12.

Element Cluster 10 links Element A: Community skills with Element C: Knowledge of clients' educational skills. Whilst expressing Lou's concern with the skills needed by her clients in order to be effective within the community, a point illustrated by her in describing these Elements, this cluster was concerned with her competence. Lou felt her lack of competence was in applying her expertise to the needs of the clients, a similar point to Element Cluster 9, but in the sense of how she could gain such expertise.

Element Cluster 12 then linked Element G: Home Economist in day centres to Element Cluster 10. Lou had met some early resistance to her placement in the day centre due to her lack of knowledge of the social



Similarly the building and environmental work carried out must be appropriate for the household, the consumer.

065.3 - the homes should fit the people, not build the house and fit the family into it. So this is basically what we are trying to do, design the house for the family who are going to live there.

For this purpose a real knowledge of individual households was essential to Vera's work.

025.2 We keep a log-book of all the people we interview, what has happened to a certain family. I'd got used to doing that, (in the final year of her home economics course), used to paying attention to the little details that you might otherwise miss. Here we do get families who are in rent arrears - - - and all the rest of it, we keep a note of all the points. They don't always tell us the first time they come in.

To undertake her job Vera required a detailed knowledge of the individual households with whom she dealt.

Vera summarized the contribution she felt that she as a home economist made in her job by saying :

390.12 - I suppose in a way I can do things much more quickly and efficiently which means I have more sort of energy to give to the job.

Table 6.10 VERA Analysis of the Range of Tasks undertaken by HEC professionals in their Jobs.

<u>Job no.</u>	<u>VERA</u>	<u>ADVISORY:</u> food, appliances, techniques,	<u>DEMONSTRATING:</u> food, appliances, techniques, etc.	<u>TESTING:</u> food, appliances, techniques, etc.	<u>MANAGEMENT:</u> i) own work ii) others' work	<u>OTHER:</u> i) internal ii) external
1	<u>Interpretation of Housing Acts and Regulations etc.</u> <u>Advising on grants for housing improvements to owners and tenants.</u>			<u>Monitoring architects' plans.</u> <u>House to house surveys.</u>	1) <u>Own office and outside work.</u> 11) <u>Liaison with area team.</u> 11) <u>Liaison with other social service departments.</u> 11) <u>Liaison with house owners and tenants.</u>	1) <u>Committees monitor work progress.</u>  11) <u>Sympathetic ear for householders with problems.</u>

Ena: Home Economist with an Independent Organization concerned with the use of electricity in the home.

In her jobs Ena had followed a traditional home economics career pattern beginning by working for one of the major fuel suppliers in the public relations role of advising on choice of appliances and dealing with customers' queries, see Table 6.11 ENA below. Her first job, at a time of high unemployment, was a temporary part-time showroom assistant but she took the opportunity to use her home economics knowledge.

021.1 I thought it was good experience, keeping up to date with new appliances coming on to the market and it was an enjoyable job. I was fresh out of college so I understood how cookers worked and how mixers worked so I found it quite rewarding, picking an appliance up without thinking that I didn't know much about it and explaining how it worked to a prospective customer.

This point about familiarity with appliances was one returned to by Ena throughout the interview.

Similarly, dealing with customer queries formed a substantial part of Ena's work in every job.

090.21 For the enquiries everybody (indicating colleagues) has got some background experience and there is a certain amount you can read. You pick up information over the years but a lot of it you find out at the time you have an enquiry.

Reliance on subject expertise to deal with customer queries.

Access to relevant information was essential for Ena in dealing with queries.

Customer enquiries could be from the extremely irate :

040.2 - when you are talking to someone on the phone they can be a lot more aggressive than meeting face-to-face;

or the extremely confused :

075.3 (Referring to a telephone query she had just answered). She (the enquirer) said, "It is really terribly simple but I can't find it anywhere in a book" . She wanted to extend the flex on her TV and she wanted to cut the wire, take the plug off, put another piece of flex on and tape it. "Well what do they sell insulating tape for", she said, "if I can't do it"?

A tactful manner in dealing with customer queries is essential for Ena's work.

The demonstrating aspects of Ena's present job not only advertised new appliances but reassured potential customers about product safety. At the time there had been a media scare about micro-wave cooker safety so Ena gave a regular demonstration on 'Micro-wave ovens and how to make the most of them' in which she emphasized safety.

160.5 We don't have anything on display that isn't BEAB approved (British Electrical Appliances Board). Normally they (the audience) go home convinced that micro-wave cookers are safe.

Eva was also in the process of planning a demonstration on fuel economy, at that time an area of growing concern.

Developing demonstrations on specific aspects of appliances was an essential feature of Ena's work.

The detail of preparation for demonstrations is rarely apparent to the inexperienced, it is a hidden aspect of work such as Ena's.

290.10 - it is an hour's demonstration and you use 3 major appliances and 4-5 minor appliances and you have to have a theme and the food you cook has to blend.

For food photography and television advertisements the pressure of time to achieve perfection is another factor.

199.24 When I was at (company name) I only went to the television advert sessions to check that the appliance was being used correctly. It was a whole week's shoot and it really was all hands on deck all the time. I helped prepare the food for one shoot, we started at 8 a.m. and we were making sausages still at 11 p.m. at night! - - - and the other one that sticks in my mind is the pasta maker where they literally took twenty retakes of spaghetti coming out of the front of the pasta maker!

Demonstrating requires detailed preparation and time to achieve good standards.

In her present job Ena was involved in the development of BSI (British Standards Institute) tests for appliances.

400.13 - they (the manufacturers) work on the draft document. We (the committee) are working on the food processor one. At the moment there isn't actually a BSI test document for food processors yet.

420.13 There is a lot of work being carried out at the moment on the making of mayonnaise with food processors - whether you should use the oil straight from the fridge etc.

Establishing standard techniques for assessing appliances was an aspect of Ena's work.

A similar aspect in her previous job was that of preparing recipes to use with an appliance :

115.5 I worked on developing a pasta maker - - -  
trying to get the correct recipe for the pasta which  
wouldn't break the appliance and would work for users.

Adapting materials and techniques to new developments.

As well as working successfully with clients much of Ena's work involved dealing with a very varied range of other professionals, fellow showroom colleagues, members of BSI committees and, in her previous job, company engineers.

050.2 I used my home economics training but it was in the Research and Development department. Working with the engineers. So if the engineers designed a new appliance or attachment we would have to test it at the crude prototype stage. Sometimes it was a cardboard model - - - and then they would obviously make it up, and stick bits on, or take bits off, and we would test it and obviously use BSI tests if we could.

065.3 One appliance we built to get BEAB approval immediately, that isn't easy, it takes a long time.

Sharing expert knowledge within a team from varied professional backgrounds is essential to some of Ena's work.

Contributing to the development of prototype appliances by standard testing of performance was Ena's contribution to the team's work.

Part of performance testing is of course an awareness of other appliances' performance standards. In Ena's case these were rival manufacturers' appliances :

105.4 We used to compare all the time, all the competitors' appliances with ours.

Comparative performance testing of a range of appliances was an important aspect of Ena's work.

Ena had moved to her present job to gain administrative and managerial experience. This was a small aspect, though important, of her work, being largely related to the work of herself and three other home economics staff in the centre. Her job did give her a lot of freedom to come up with ideas for courses and develop these with the other home economists.

Table 6.11 ENA Analysis of the Range of Tasks undertaken by HEC professionals in their Jobs.

<u>Job no.</u>	<u>ENA</u>	<u>ADVISORY: food, appliances, techniques,</u>	<u>DEMONSTRATING: food, appliances, techniques, etc.</u>	<u>TESTING: food, appliances, techniques, etc.</u>	<u>MANAGEMENT: i) own work ii) others' work</u>	<u>OTHER: i) internal ii) external</u>
1	Show-room Asst.					
2	Service calls/queries.					
3	<u>Customer queries.</u>		TV advert. Food photography.	<u>Appliance development.</u> using BSI standard tests Recipe book development.		
4	<u>Consumer queries</u> Electricity/appliances		<u>Short courses</u>		ii) Show room/demonstrations. <u>3 staff.</u>	ii) Member of 14 BSI committees.



Fay: Assistant Buyer - household requirements for a National Residential Care Association.

The whole of Fay's first job with an international fast food chain of restaurants was concerned with management, see Table 6.12 FAY below, and job training for staff. Of this job Fay said :

565.30 Basically I was quite used to adapting very quickly at (company name), which is fairly highly structured and fairly limited in what you can and can't do, as somebody who is making decisions on behalf of other people and getting management to sit together and saying, "This is what I see as being one of the major faults of the store and we have got to work all out to correct it". So it was very different coming to somewhere where it is all very casual and dependent upon personal contacts. If a house doesn't want it to happen they don't even have to say why!

475.13 - managing people is learning how to ask the right question really.

610.31 I think that the basic trouble here (present job) is that the organization hasn't developed with the growth of the company. - - - We are not very business orientated, it wouldn't become impersonal if it was done the right way. I think that's what the resistance has been to change - being impersonal.

Good management practices recognize the importance of sound personal relationships.

500.14 Staff from the houses come to the head office for courses and with the company growing so fast I've made it a policy to cultivate the staff who come for

training. - - - teaches you an awful lot because although most of the talk seems to be about work it is also dealing with personalities.

In moving to a very informally structured organization with her present job Fay also expanded the range of her activities considerably, see Table 6.12. FAY below for a summary. The purpose of this organization was to provide homes which supported individuals on their return to the community from a variety of forms of mental care. Nationally there were over forty homes, all of which ran independently under head office direction. In Fay's words :

005.1 There is only one thing that is important and that is the home-making, all the rest follows on from that. - - - we try to run the houses as like family houses as possible and not like an institution. So home-making is how each house tackles it and there is definitely a very different atmosphere in each house.

020.1 I advise them on how to choose curtains, colours, furniture, that sort of thing.

045.2 Interviewer: If they choose to ignore your advice are they free to do so?

Fay: Yes and no - - - if it is a decision on safety no. We tend to work with the estate maintenance department there. - - - but the thing is (otherwise) it is their choice, not mine.

Fay provided expert advice on basic household materials, appliances and furniture.

For the safety and general maintenance aspects Fay was responsible for completing inspection reports which she saw as an opportunity to establish good relationships rather than to simply monitor maintenance standards.

495.14 - she (Fay's predecessor) had to be formally sent but it's now changed, I ring them (a house) up and say, "I would like to come and do an inspection". Usually they are pleased at the interest, it's quite easy for them to feel disassociated from the office staff. Whilst maintaining good relationships a system for inspection had been implemented.

095.4 - - - I don't think it had really been done systematically before. Now I've got four visit reports here which need going through - spotting things that need doing, planning for spending - in this financial year or next.

Monitoring household materials, appliances and furniture for safety, condition and maintenance.

Such monitoring and advising was done with a full recognition of the problems of those living in the houses.

295.24 - occasionally we have to shut the house down because it is in a terrible state and refurnish. - - - all you need is to get 3-4 diabolical residents and a staff team who are a bit inadequate, or the senior staff to leave - - - and it just gets into chaos.

The essence of the job for all the staff, Fay included, although she had little direct contact with the organization's client group, was to provide the supportive social and emotional care of a family home.

Fay's contribution to this was with new staff, who received block training on a home-making project.

185.6 We do the practical things with them, so we draw on our knowledge, and their basic knowledge that they may not even realize they have got, and try to

give them some positive things to go away with.

Then they have to do a 3 month project following on from that. I arrange that I go back and see those projects and their houses half way through their project.

Interviewer: So you have actually seen their projects?

Fay: I've seen how far they have got and I've written a very basic comment.

Interviewer: And will you see them at the end?

Fay: I'm going to try to, with most of them I can see how it is going to be.

215.7 - the great thing about them is to see whether they've tried to integrate them (the projects) into the house programme. - - - It's all part of the residents' training, for when they become independent, they will have learned a few practical skills.

Using practical home-making projects as a means of practising skills of social interaction.

Enabling individuals to express their personality through home-making activities.

For both the above points the houses were encouraged to use second-hand furniture, cheap materials etc. and helped to make these attractive. At the same time the wear and tear of large houses (about 15 occupants) meant that equipment was usually industrial standard and carpeting had to be heavy-duty contract quality.

Maintaining knowledge of resources and sources for household materials, appliances and furniture was an essential background aspect of Fay's work.

A skill Fay felt she had learned in her previous job she found particularly useful in preparing for the home-making projects :

450.13 - on the training side a lot of my job at (previous employer) was on job training. Taking a task and splitting it down into its component elements, learning how to explain it to someone. I was shown the job and I would then go and sit down and say to myself, "Right how did it work"?, and put it down on paper - - - and then time it. - - - I use that a lot now with parts of this job.

Task analysis was a fundamental skill which Fay relied on for much of her work.

Fay summarized her job as follows :

435.28 - the basic requirements (are that) you organize yourself and other people as well as things and everything should flow from there, even more so with this job. If I go into a house I try to get myself involved in one of their groups (meetings) where they discuss - - - their work programme. I'm introduced and explain my responsibilities and set up a response so that staff in future will say, "I'll let Fay know what we want".

Emphasizing once again the subsidiary nature of her domestic role in the overall context of each house's situation :

485.29. - there is only one house where I'm not particularly welcome. - - - they are in a bad state, their staff team is in a state of flux, and it doesn't help my coming in and asking why the vacuum cleaner isn't working etc. (laughter).

Table 6.12 FAY Analysis of the Range of Tasks undertaken by HEC professionals in their Jobs.

<u>Job no.</u>	<u>FAY</u>	<u>ADVISORY:</u> food, appliances, techniques,	<u>DEMONSTRATING:</u> food, appliances, techniques, etc.	<u>TESTING:</u> food, appliances, techniques, etc.	<u>MANAGEMENT:</u> i) own work ii) others' work	<u>OTHER:</u> i) internal ii) external
<u>1</u>					<ul style="list-style-type: none"> <li>1) <u>Responsible for whole restaurant during shift.</u></li> <li>11) <u>Responsibility for all staff.</u></li> <li>11) <u>Job training of staff in several stores.</u></li> </ul>	
<u>2</u>		<u>Advisory homes on purchase &amp; maintenance of household furniture, furnishings and goods.</u>	<u>Home-making Project: e.g. Materials or equipment etc. use within individual homes.</u> <u>Furniture renovation.</u>		<ul style="list-style-type: none"> <li>1) <u>Plan own work and visits.</u></li> <li>1) <u>Purchasing orders to buyer.</u></li> <li>1) <u>Liaison with variety of staff.</u></li> <li>11) <u>Liaison with staff and residents in each home visited.</u></li> </ul>	<ul style="list-style-type: none"> <li>1) <u>Visits to homes around the country.</u></li> <li>11) <u>Up-dating own knowledge.</u></li> <li>1) <u>Undertake any job that comes to hand-as do all staff.</u></li> </ul>
		<u>Aware of health and safety issues.</u>				
		<u>Block training in Home-making project with association staff.</u>				

Sue: Stoves Project Manageress.

Sue had undertaken an initial home economics course very similar to Ena's in outline but with a larger science input. Sue's work was also similar in that she was involved in developing appliances and demonstrating their use but in very different social contexts to those familiar to home economists working in Great Britain. As Table 6.13 . SUE below shows, Sue's work was the development of free-standing stoves for use in village communities in third world countries.

Perhaps more than any other H.Ec. professional interviewed, with the possible exception of Gwen, Sue's personal qualities were at least as important to her in the job as her qualifications.

270.10 - - - (on interview) how I came across was the real clincher, it seemed to suit exactly their perception of what would be needed.

340.12 - - - when I first started here I spent the first two months building the workshed down there to do the testing in. - - - I learnt quite a few useful skills - - - brick-laying, carpentry.

Sue's job was also the only one in which it was essential to be a woman.

230.9 His (the project's founder's) preference was for someone with a home economics background and a woman because (the project) it was going to be very much about dealing with women.

(Women in societies where men were not able to work with them on household tasks as it was socially unacceptable).

Sue had found on her home economics course that she had "a real taste for research, once I've got my teeth into something I want to go further". (160.6) Essentially the job had begun from looking at domestic cooking stove efficiency and progressed from there. The project, and therefore

Sue's work, were summarized by her as :

395.14 It has been up to now very much focussed on domestic cooking stoves, in other words, straight meal preparation in a household. But in fact what you find in primitive stoves, indeed like our Aga cookers, they also often have a heating function, sometimes a lighting function and very often a socio-cultural function and other functions related to the preservation of agricultural crops, roof thatch etc. You never get a single function stove, so that is part of what makes it a very complex situation into which to introduce design improvements because you have to satisfy the users' criteria and improve on these.

Interviewer: You've improved the designs?

Sue: Quite considerably. You're talking about reducing fuel consumption, primarily wood and charcoal, but increasingly other fuels such as dung, agricultural waste, reducing consumption to about half in a cooking test. In other words where you used three sticks of wood weighing one kilo previously for your main meal now you are using half that amount consistently over a period of time. That's the sort of aim.

Initially the job entailed fundamental research on a range of stove designs for which Sue executed the programme and drafted reports.

Sue described it as :

235.28 Like most home economists, supporting the technical side, liaising with them (other professionals). I'm expected to be an engineer as well as a home economist, you get to the point where one has to draw the boundaries between the disciplines.



Contributing to the development of prototype appliances by standard testing of performance.

Standard test procedures were developed not only with the project team but with another home economist working in the same area.

010.1 She (the other home economist) was doing some of her early experimental work (on solar heated cookers), down here. - - - I got involved at that time with discussion of test procedures. When she came back from the second lot of field work (abroad) she came back here again.

Establishing standard techniques for assessing appliances was part of Sue's work.

Exchanging information with other home economists to develop standard procedures for assessing appliances.

After the fundamental research had been undertaken Sue then moved on to a programme of testing and field research.

360.13 It really wasn't until the second year the job started to change. - - - less of the hardware development (stoves) and more the development of needs assessment, monitoring projects, evaluating results - - - to develop design guidelines for a range of stoves (to be used) in different situations.

Monitoring the effectiveness of the use of appliances in real-life contexts.

Adapting proto-type appliances to take account of their real-life usage.

The next stage for Sue was that of developing training materials to

enable the proto-type stoves to be mass-produced where and when there was a need. It was in this respect that her work departed most radically from the conventional expectations of product development and marketing.

425.15 This is what makes development work very different from product development work in a commercial situation back in the West, where you are going to patent it. We are not going eventually to sell the stoves, we are not interested in those market forces, nor in BSI approval. Increasingly as stoves move into pilot programmes, like field trials in market research, it's product development. 5 years is a short time working in a very complex situation when consumers have got no cash or too little cash, and poor access to stoves and all the rest of it. You haven't got an easy job in penetrating the market if you are thinking in straight marketing terms. But never the less because cash is hard earned and scarce one has to ensure as far as possible that the product that you are then promoting if you like as being an improvement, is durable, of a consistent performance etc. So we are working on quality control methods.

Sue was involved in :

Rationalizing stove designs to make them as cheap and easy to produce as possible;

Establishing quality control methods for monitoring production standards;

Developing training materials to ensure efficient production and use of appliances in varied environments.

165.26 It (training) comes down to two days on how to build this type of stove and put the chimney on and how to use it, which I think is very limited. You expect people to go away and impart skills and understand why the chimney is a certain height etc. You need to do that if every time they are to control it because they become trainers of trainers and what you end up with is a whole string of monster stoves.

In the process of developing her job role Sue felt that she was :

650.20 - going to start breaking new ground. My home economics background will fade into the distance at this point but I can build on it.

Her work involved her much more in project management and planning and advisory work in the context of a whole project not simply from her home economics background.

One further point Sue made was on the lack of home economists in the field of development work.

590.19 In the field for example I come across women working on Women and Development projects which are essentially things that home economists could do, that is craft skills - - - But it doesn't extend. There is no-one saying to the (village) women "Let's see how we can improve your agricultural practices by improving tools - size and weight of tools - ergonomics."

Table 6.13 SUE Analysis of the Range of Tasks undertaken by HEC professionals in their Jobs.

<u>SUE</u>	<u>ADVISORY:</u> food, appliances, techniques,	<u>DEMONSTRATING:</u> food, appliances, techniques, etc:	<u>TESTING:</u> food, appliances, techniques, etc.	<u>MANAGEMENT:</u> i) own work ii) others' work	<u>OTHER:</u> i) internal ii) external
1					1 year abroad after school.
2	Working mainly with women in 3rd world countries.		<u>Needs evaluation:</u> <u>village field work</u> testing stoves for energy efficiency testing stove	i) Report writing. 1) <u>Execution of stove programmes in varied situations.</u> ii) <u>Liaison with specialists.</u>	
3	<u>Pilot programmes</u> <u>quality control</u> methods,	Training programmes for 3rd world staff.	Bio-mass energy programme.	ii) <u>Project manager</u> for large scale stove production project.	ii) UN consultant.

Pat: Home Economist - management in a Local Authority Social Services Department.

Pat is a mature woman who initially trained in Institutional Management which she used in her first two jobs. Her third job involved her in home economics rather than institutional management. The same range of provisions but applied to the needs of small household groups, not institutions.

025.20 I was involved originally in quite a lot of field work (when employed by local authority) where Housing Department had eviction cases and Social Services decided to keep the family there and I was sent in to work with the family.

This switch in emphasis led on to her present job, job 4 on Table 6.14 . PAT, which, whilst it might look like a return to institutional management, was not.

090.23 I think mine (job) is an advisory one. There are a lot of problems in the homes, if you can go on a visit there is a lot that can be done to help.

165.6 It seemed to me that our officers in charge were very much in need of help. I think officers mostly come from the caring professions rather than having a domestic background, of course, which doesn't help them in running these small community units.

175.6 Where there was a domestic bursar, in larger homes, they didn't need to know, now they do.

Pat provided expert advice on running the domestic side of homes within the Local Authority.

In this respect Pat's job had many similarities to Fay's but was set within the centralized system of local government. Like Fay she recognized

the need for personal contact.

595.19 (In a local authority region) I used to work with staff (in their work-place), now, since being centralized, there is no way I can do that. Set visits give us a chance to really get to know people, and they get to know you, so they'll pick up the telephone to you. They know we know their home and their needs.

Maintaining personal relationships was an essential management skill.

The set visits, again like Fay's enabled Pat to maintain a record of each individual house's requirements and how domestic staff hours were used.

485.16 We use check-lists designed by one of our home economics industrial placement students to monitor total hours of cleaning floors, or laundry, or use of cleaning materials. You know, everything really.

Monitoring the use of time, materials and equipment for the domestic running of homes.

The check-list was developed from a good understanding of task analysis and, once completed, enabled Pat to advise on modifications of practice.

Task analysis of domestic management of homes was a fundamental skill used by Pat.

The task analysis also enabled Pat to liaise with architects, planners and the authority procurement officers to make appropriate provisions. At that time Pat's chief concern was in provisions in homes for the elderly.

Liaising with other professionals to share expert knowledge to achieve satisfactory domestic arrangements.

The changed needs of provision for the elderly had affected homes, particularly in respect of laundry provision.

345.13 When I first worked for the local authority we had many homes for the elderly and not one had commercial laundry equipment - - - the residents, many of them, were capable of washing out their smalls, thoroughly enjoying, you know, a good chat while they were doing it.

As Pat expressed it the problem now in dealing with the elderly was that 225.28 - we've been swamped by a vast increase in incontinence! (laughter). So we looked at incontinence protection, laundry equipment, domestic staff time etc. I've just spent a long time looking at hot-water extraction units for cleaning of carpets in our Homes for the Elderly.

Adapting domestic task management to meet changed real life requirements.

Evaluating performance of household appliances prior to selecting one for use.

In other homes Pat saw such developments quite differently:

115.24 One of the developments at the moment are half-way house situations for those, like mentally handicapped, returning to the community. We need to teach them domestic skills, - - -

Enable individuals to learn domestic skills in order to be able to live autonomously within the community.

Pat found it useful to share her experiences with other H.Ec. professionals.

515.38 - we have done a lot of research on laundering and I've been contacted (from other local authorities) to give them details.

440.36 and - (named home economist) has given us information on what she is doing. I think now she is writing an article.

Sharing expert knowledge with other H.Ec. professionals in similar lines of work in order to establish best practice.

Pat was moving into senior management work which involved long-term planning and development for the local authority social services as a whole.



Table 6.14 PAT Analysis of the Range of Tasks undertaken by HEC professionals in their Jobs.

<u>JOB no.</u>	<u>PAT</u>	<u>ADVISORY:</u> food, appliances, techniques,	<u>DEMONSTRATING:</u> food, appliances, techniques, etc.	<u>TESTING:</u> food, appliances, techniques, etc.	<u>MANAGEMENT:</u> i) own work ii) others' work	<u>OTHER:</u> i) internal ii) external
1						1) Teaching at a tech. college.
2					11) School meals organiser.	
3		Work with families in their homes <u>Residential staff training.</u>				
4		Management training courses Meals-on-wheels. Meals-on-wheels.	<u>Domestic management courses.</u>	<u>Task analysis:</u> equipment, work routines, etc. Kitchen and laundry planning. Building design.	11) <u>Residential management visits.</u> 11) <u>Liaison across depts.</u> 11) <u>Personnel selection.</u>	<u>Committees:</u> 1) <u>project development.</u> 1) <u>R.&amp; D. group.</u>

6.5.      Tabulation of the descriptive statements of  
H.Ec. professional practice.

The descriptive statements which were gained from either repertory grid elicitations or interviews with H.Ec. professionals have been tabulated in this section. All descriptive statements taken from sections 6.3.1 and 6.4.1 are included in these tables.

The initial decision to contact H.Ec. professionals working in areas of product development and social welfare, see Chapter 5 p.172 for discussion, did result, as would be anticipated, in two quite separate tables of descriptive statements. Thus Sue and Ena were the two H.Ec. professionals contributing to those associated with product development, see Table 6.15 below and Pat, Gwen, Fay and Emma were the four H.Ec. professionals contributing to those associated with social welfare, see Table 6.18 below.

The contributions of these six H.Ec. professionals does not remain separate from that of the other H.Ec. professionals in the other tables. These tables divide into two groups, those which illustrate aspects of H.Ec. professional practice shared by a number of H.Ec. professionals, see Tables 6.16 and 6.17 and 6.19 and 6.20 and those which illustrate aspects of professional practice which would be common to many other subject professionals in their jobs, see Tables 6.21 to 6.23.

The tables do form three groups of related descriptive statements. Table 6.15 "Product development: appliances" leads, particularly through Ena's statements, into Table 6.16 "Product Selection" and by natural extension, into Table 6.17 "Consumer concerns".

Ena's job shows the close links of these areas that one might anticipate from her work of selling the products of the appliance industry. That approach is not reflected in Vera's contribution to the "Consumer concerns" table. Vera's concern is not with "selling" but with enabling consumers to be informed contributors to the process of housing development

occurring within their locality.

Thus the tables maintain the different emphases of each individual's contributory statement.

Table 6.18 "Social Welfare : through household functioning" illustrates the use of the skills referred to in Tables 6.19 and 6.20 for purposes associated with the specific needs of particular Social Service client groups.

Table 6.18 "Monitoring household functioning" and Table 6.19 "Maintaining routine household functioning" are areas of subject knowledge used for purposes other than "social welfare". Ava and Sue for example in Table 6.19 are "Monitoring household functioning" for the purposes of their specific research interests.

Finally the general statements which are concerned with aspects of communication essential to individuals in their professional roles are tabulated as follows:

Table 6.21           Communication: assessing information;

Table 6.22           Communication: selection of method;

Table 6.23           Communication; dealing with people.

It is from the subject specific descriptive statements of Tables 6.15 to 6.20 rather than the more general statements on Communication of Tables 6.21 to 6.23 that the element pool descriptive of H.Ec. professional practice is drawn. This pool and its use with H.Ec. educators is discussed next in Chapter 7.

Table 6.15.      Product development : appliances.

Descriptive statements of H.Ec. professional practice.	Subject	
	Name	p.ref.
Contributing to the development of prototype appliances by standard testing of performance.	SUE	270
	ENA	259
Establishing standard techniques for assessing appliances.	SUE	270
	ENA	258
Exchanging information with other home economists to develop standard procedures for assessing appliances.	SUE	270
Adapting materials and techniques to new developments.	ENA	259
Adapting proto-type appliances to take account of their real-life usage.	SUE	270
Comparative performance testing of a range of appliances.	ENA	260
Rationalizing stove designs to make them as cheap and easy to produce as possible.	SUE	271
Establishing quality control methods for monitoring production standards.	SUE	271

**Table 6.16.****Product selection**

Descriptive statements of H.Ec. professional practice	Subject	
	Name	p.ref.
Specialist subject knowledge is required to undertake consultancy work.	AVA	236
Expert advice on basic household materials, appliances and furniture is provided.	FAY	263
Evaluation of performance of household appliances prior to selection for use.	PAT	276
Implementation of effective planning of buildings from a knowledge of technical background information.	VERA	251
Reliance on subject expertise to deal with customer queries.	ENA	256

**Table 6.17.****Consumer concerns**

Descriptive statements of H.Ec. professional practice	Subject	
	Name	p.ref.
Maintaining a consumer orientated approach to the subject matter of home economics.	AVA	237
Monitoring the implementation of food and safety regulations.	DEE	196
Developing demonstrations to illustrate appliance features.	ENA	257
Demonstrating requires detailed preparation and time to achieve good standards.	ENA	258
Recognizing that consumers had the right to comprehensive information.	VERA	253

Table 6.18.

Social Welfare : through household functioning.

Descriptive statements of H.Ec. professional practice	Subject	
	Name	p.ref.
Emphasizing an approach which enables individuals to function autonomously within their household and lose their dependency upon social service support.	GWEN	175
	PAT	276
Working with colleagues who share an approach which empowers individuals (clients) to function autonomously.	GWEN	176
Using practical home-making projects as a means of practising skills of social interaction.	FAY	265
Recognizing the need for, and providing emotional support for mental health.	EMMA	228
Enabling individuals to express their personality through home-making activities.	FAY	265

Table 6.19.      Monitoring household functioning.

Descriptive statements of H.Ec. professional practice	Subject	
	Name	p.ref.
Research in home economics covers people's attitudes to, opinions of and behaviour patterns associated with their life-style.	AVA	235
Understanding social contexts in order to apply subject knowledge appropriately.	LOU	244
Obtaining detailed knowledge of the individual households with whom one deals.	VERA	254
Adapting domestic task management to meet changed real life requirements.	PAT	276
Monitoring the effectiveness of the use of appliances in real-life contexts.	SUE	270
Monitoring the use of time, materials and equipment for the domestic running of homes.	PAT	275
Monitoring household materials, appliances and furniture for safety, condition and maintenance.	FAY	264

Table 6.20.      Maintaining routine household functioning.

Descriptive statements of H.Ec. professional practice.	Subject	
	Name	p.ref.
Task analysis of domestic management of homes is a fundamental skill.	FAY	266
	PAT	275
Recognizing the importance of cleanliness for physical health.	EMMA	228
Looking after individuals' various day-to-day needs.	EMMA	224
Ensuring flexible provision of essential household care by the home help service.	JESS	209
Recognizing the boring nature of undertaking routine repetitive domestic chores.	EMMA	228



Table 6.21.

Communication : accessing information.

Descriptive statements of H.Ec. professional practice	Subject	
	Name	p.ref
The rather solitary supportive (giving) professional role of the home economist as compared with the supportive relationships of the social work team.	GWEN	178
Providing expert advice on running the domestic side of homes within the Local Authority.	PAT	274
Sharing expert knowledge with other H.Ec. professionals in similar lines of work in order to establish best practice.	PAT	277
	ENA	259
Recognizing the importance of the total environment which supports a subject's research development.	AVA	237
Recognizing the professional Home Economist's need for expertise from areas other than her subject specialism.	LOU	245
Recognizing the importance of effective information exchange in researching any aspect of home economics.	AVA	236
Developing the ability to provide subject expertise at an appropriate level.	LOU	246
Providing the background expertise for the smooth running of the system.	JESS	210
Maintaining home economics knowledge as a background on which to draw.	MARY	187
	GWEN	175
	FAY	265
Gaining access to relevant information in order to deal with queries appropriately.	ENA	256
	VERA	251
	MARY	185

Table 6.22.

Communication : selection of method.

Descriptive statements of H.Ec. professional practice	Subject	
	Name	p.ref.
Ensuring a sympathetic personal style of communication.	EMMA	225
Avoidance of the types of involvement with clients which result in their being stigmatised as receivers of social work care.	GWEN	177
Understanding home economics as being about dealing sympathetically with people and their immediate concerns.	VERA	252
Being able to critically evaluate the use of one's own personal skills in the job.	GWEN	177
Recognizing the importance of basic communication skills in dealing with others.	DEE	193
Developing sufficiently versatile ideas about subject material from which to produce magazine articles.	MARY	186
Ensuring high standards of presentation and accuracy of copy for magazine articles.	MARY	185
Developing training materials to ensure efficient production and use of appliances in varied environments.	SUE	271

**Table 6.23.****Communication : dealing with people.**

Descriptive statements of H.Ec. professional practice	Subject	
	Name	p.ref.
Good management practices recognize the importance of sound personal relationships.	FAY	262
	PAT	275
	JESS	214
Frustration with the prescriptive framework of the job brief which defined the management role.	DEE	194
Concern over personal competence in supervising staff.	DEE	195
Maintaining a tactful manner in dealing with customer queries.	ENA	257
Maintaining administrative arrangements which support communication within the system.	JESS	210
Completing routine administrative aspects of the job.	JESS	212
Interest in aspects of management but frustration with routine monotonous tasks.	DEE	197

CHAPTER 7. A CASE STUDY OF A GROUP OF H.EC. EDUCATORS  
USING A POOL OF ELEMENTS DESCRIPTIVE OF SOME  
ASPECTS OF H.EC. PROFESSIONAL PRACTICE AS THE  
BASIS FOR A GROUP REPERTORY GRID ELICITATION.

7.1. Introduction.

The main purpose of this study, as was outlined in Chapter 1 p.24, is to provide empirical data about H. Ec. professional practice which H.Ec. educators can use to inform their understanding of such practice.

The restricted understanding of vocational developments in the subject held by many H.Ec. educators and the implications of this for H.Ec. school syllabuses were discussed in Chapter 3.

Similarly the most recent developments of national H.Ec. curricula material, as was discussed in Chapter 3 pps.77-80, have provided little support for H.Ec. educators to develop their understanding of H.Ec. professional practice.

This case study was undertaken to enable a small group of H.Ec. educators to reflect upon the descriptive statements of H.Ec. professional practice and, from this, clarify what is and is not understood. Such understanding will provide a basis from which to consider not what curricula materials must be developed for use with pupils but first what H.Ec. educators require to support them in developing their understanding of H.Ec. professional practice.

The selection of the H.Ec. educators with whom group elicitation was undertaken and the use of the Sociogrids program for analysis of the group's grids were discussed in Chapter 5, pps.144 and 178.

7.2. Selection of the researcher provided pool of elements descriptive of some aspects of H.Ec. professional practice.

The total number of descriptive statements arrived at in Chapter 6 is too large for any group to consider at one time. Prior selection of potential elements was thus made as follows.

Those statements concerned with Communication, see Tables 6.21 to 6.23 on pps. 310 to 312 were eliminated. Whilst these would be of interest to educators in considering any subject specific content would distract from the purposes of this case study.

Table 6.18 Social welfare : through household functioning, see p.307, will appear familiar to many H.Ec. educators used to developing syllabuses to meet the social needs of pupils who, for whatever reason, do not learn successfully within the provisions made for the majority of pupils. Whilst such syllabuses are an important contribution of H.Ec. educators to the school curriculum these were, it was felt, better considered separately from those relevant to mainstream H.Ec. school syllabuses.

Table 7.1 below lists the researcher provided pool of elements, 14 in total, finally presented to the group of H.Ec. educators. Each proposed element is drawn from Tables 6.15, 6.16, 6.17, 6.19 and 6.20 as referenced.

Those descriptive statements not included were ones that seemed to the researcher to depend upon the specialized use of subject knowledge associated with specific jobs and therefore outside the subject understanding H.Ec. educators might reasonably be expected to have.

Table 7.1. The researcher provided pool of elements descriptive of some aspects of H.Ec. professional practice.

Researcher provided elements	References			
	Table	p.	Subject	p.
Comparative performance testing of a range of appliances	6.15	305	ENA	284
Adapting materials and techniques to new developments.	6.15	305	ENA	283
Evaluation of performance of household appliances prior to selection for use.	6.16	306	PAT	300
Implementation of effective planning of buildings from a knowledge of technical background information.	6.16	306	VERA	275
Monitoring the implementation of food and safety regulations.	6.17	306	DEE	220
Developing demonstrations to illustrate appliance features.	6.17	306	ENA	281
Adapting domestic task management to meet changed real life requirements.	6.18	307	PAT	300
Research in home economics covers people's attitudes to, opinions of and behaviour patterns associated with their life-style.	6.19	308	AVA	259
Obtaining detailed knowledge of the individual households with whom one deals.	6.19	308	VERA	278
Monitoring household materials, appliances and furniture for safety, condition and maintenance.	6.19	308	FAY	288
Understanding social contexts in order to apply subject knowledge correctly.	6.19	308	LOU	268
Monitoring the use of time, materials and equipment for the domestic running of homes.	6.19	308	PAT	299
Task analysis of domestic management of homes is a fundamental skill.	6.20	309	FAY PAT	290 299
Looking after individual's various day-to-day needs.	6.20	309	EMMA	248

### 7.3. Discussion of H.Ec. educators' Sociogrid elicitations.

#### 7.3.1. The H.Ec. educators' selection of elements from the researcher provided pool.

The discussion of these elements follows the order in which they are listed in Table 7.1 above. All elements were written on separate cards which the group could alter or add to as they chose. The eventual agreed list of elements is given in Table 7.2 on p.327 below.

Quotes from the group discussion are given to illustrate reasons for selection or rejection of an element.

#### Comparative performance testing of a range of appliances.

Amy: We do a little bit on comparing and selecting equipment.

Jill: Yes but it's a bit like saying if you can change a car wheel you are a mechanic! (General laughter).  
How important is it? I never know to what depth people should understand these things, the technology.

Jan: It's a specialism, it's outside our work. She (name of local authority home economics adviser) would like it though wouldn't she? (General laughter).

Amy: We do look at the other end, whether it's worth using any equipment - you know washing it up, storing etc.

General agreement.

The eventual group decision was to reject this researcher provided element.

## Adapting materials and techniques to new developments.

Jan: This can come in but again it is very specialized. I think it's all so commercial, the scale and so on, that it's not relevant.

Bee: It's a good link to outside, (outside school).  
I wouldn't like to lose it.

Jan: What this?

Bee: Yes, recipe development. I did that on teaching practice. I'd like to do more of it if there was time enough, and money.

Amy: We do cheese tasting.

Jan: I'm not aware of what it (recipe development) is.  
What is it?

This was followed by a general discussion on recipe development associated with microwave cookers and food processors. Amy's point above was also briefly mentioned as an example of taste panel work which was considered to be part of recipe development.

The group agreed to keep this element.

## Evaluation of performance of household appliances prior to selection for use.

After some discussion about the cross-curricula nature of some proposed elements, particularly "Research into home economics covers people's attitudes to, opinions of and behaviour patterns associated with their life-style", Jill commented in relation to "Evaluation of performance of household appliances prior to selection for use":

This seems to be more home economics alone but something in me says it ought not to be.

Bee: Why not?



Jill: Other things, things we don't cover, are also household appliances.

Amy: We're not in manufacturing business, we wouldn't consider doing product development in school because we are not likely to turn around and develop the product or test appliances. We just use it, anything.

Bee: Yes, but we do look at how to think about using things, whether they are easy to use.

Amy: Yes.

Bee: That's the same for all appliances in the home.

The group agreed to keep this element.

Implementation of effective planning of buildings from a knowledge of technical background information.

Amy: I certainly talk about space (in buildings).

Jill: It's really over everything, it affects everything else.

Jan: I wouldn't like to see it as separate. I'd put it under "Understanding social contexts in order to apply subject knowledge correctly".

Amy: Yes that's right.

The group rejected this element.

Monitoring the implementation of food and safety regulations.

Jan: Now this is squarely plonked in the middle of the second year (12-13 year olds) syllabus - a 6 week investigation.

Jill: The emphasis is different, it's in the home first.  
General agreement.

Bee: It's not really the regulations it's  
working hygienically and safely.

Jill: Application.

Jan: Yes but learning to monitor isn't it.

(General agreement)

The group included this element.

Developing demonstrations to illustrate appliance features.

Jill: I wouldn't like to see the syllabus develop  
like this.

Amy: We demonstrate though sometimes don't we?  
Food processor or sewing machine.

Jan: That's missing from these

Amy: What?

Jan: Textiles, the whole area. (After discussion  
of Textiles the point Jill made was returned  
to).

Jill: We're not training pupils as demonstrators,  
as salesmen are we?

Amy: No, I see what you mean, we just do it so  
they (the pupils) can use appliances.

General agreement.

This provided element was rejected.

Adapting domestic task management to meet changed real life requirements.

Bee: We do this in lots of small ways.

Jill: You could read the syllabus and teach without  
ever touching on it.

Jan: It's how you interpret it and the emphasis  
you put on it.

Amy: It comes into 'A' level 'syllabus. I don't think you could do this because change affects families in different ways.

You could give your package, this is what you should do, and with another family it wouldn't work. I don't know how I could possibly do that.

Jill: If one had adequately done this, "Understanding social contexts in order to apply subject knowledge correctly" it in a sense allows anybody to monitor.

Jan: I think you'd need "obtaining detailed knowledge of the individual households with whom one deals", as well.

After a general discussion of the two elements mentioned by Jill and Jan the group agreed to keep this element. Amy was re-assured by being given examples of how appliances like a microwave cooker would change the management of shopping, food preparation and eating patterns.

Research in home economics covers people's attitudes to, opinions of and behaviour patterns associated with their life-style.

Jill: A lot of this could be included in other subject areas.

General agreement listing geography, history, English and social education as examples.

Jill: But it does give the context for us, as an applied subject.

Bee: It would be difficult to examine. Things like market research you can't examine.

Jan: I don't know anything about that. We don't

do enough though, about how we are influenced and the way information is covered, we should be aware.

Bee: We do a lot in discussion groups and mini-surveys. It's not spelled out in the examination syllabus clearly enough.

Eventually the group agreed that the element should be included as it provided the context within which to teach home economics as an applied subject.

Obtaining detailed knowledge of the individual households with whom one dealt.

There was general agreement that this proposed element was relevant in establishing the context within which pupils might apply home economics. It was also felt to be easily misunderstood in the context of teaching.

Amy: I don't see how we would do it in school without prying.

Jill: Does it need to pry?

Bee: You'd have to be very careful.

Jill: I'd like to re-write it, tidy it up, but not reject it.

General agreement.

Jill: If we talk about what families' need. We pretend we know nothing about this, we let them function in a way that suits us.

Amy: Everyone's needs differ don't they? Who are we to stand up and say you need x?

Jill: Yes but how households function, according to the people in it and what they need, we can do that.

After some general examples, such as how an elderly person alone might manage, a re-wording of this provided element was agreed to read:

How households function having evaluated each individual's needs in the context of the household group;

and the researcher provided element was rejected.

Monitoring household materials, appliances and furniture for safety, condition and maintenance.

After a very brief discussion the group agreed that this provided element was subsumed by 'Monitoring the implementation of food and safety regulations'. It was therefore rejected.

Understanding social contexts in order to apply subject knowledge correctly.

Jan: It's one of those contextural ones again.

General laughter.

Jill: One could interpret this as entirely sociology. We do find it difficult.

Jan: Yes (agreeing strongly). How do we do it in practice?

Bee: It's examining it, that's difficult again.

Jan: Yes but it is good to do in school it does make pupils put themselves in other people's shoes.

Jill: Especially round here, it's all so comfortable in this area - quite well-off aren't they.

Jan: Mostly, some really aren't though.

Jill: But they don't show - the housing is all so good.

Jan: True. It's good for textiles - understanding fashion and marketing.

Jill: Of course.

Amy: We'd get stuck indoors without that, that's the way to move out from just the family.

Bee: Shouldn't it be appropriately not correctly? There's no one right way is there?

General agreement.

The provided element was accepted with this amendment to read:  
Understanding social contexts in order to apply subject knowledge appropriately.

Monitoring the use of time, materials and equipment for the domestic running of homes.

Bee: Now this depends upon this one, (understanding social contexts in order to apply subject knowledge appropriately). It's about time and money and how you use those in the home.

General agreement.

Amy: Like giving them a budget and a list of store-cupboard foods and leaving them to prepare a main meal?

Jill: Yes that would be one end product and you could consider food storage and shopping and planning time.

The discussion switched to the lack of an element covering food and nutrition and then returned to this proposed element. It was accepted because it could be seen to apply to food aspects of syllabuses.

Task analysis of domestic management of homes is a fundamental skill.

Bee: We did this at college and time and motion studies.

Jan: Have you ever done that? (addressed to Jill).

Jill: Yes - not in teaching really.

Jan: (to Jill) So do you do it with children?

Jill: Oh no, I haven't the knowledge.

Bee: You can use it when you're making something, cooking, working out how is the best way.

Jill: Would it uncover bad design?

Bee: Yes, I've done it for kitchens.

Jill: You could use it really.

Bee: It really is a way of showing how to save time and energy in cooking. The technology's done away with the need in laundry-work or needlework.

Jan: I'd agree in laundry-work but why needlework?

Bee: Oh, well clothes are so cheap.

Jan: Oh yes the dressmaking side.

This proposed element was accepted.

Looking after individuals' various day-to-day needs.

Amy: I'd have thought this was part of "How households function having evaluated each individual's needs in the context of the household group".

After some discussion it was agreed that this element was too simple as it did not place the individual in a context. This provided element was rejected.

After some further discussion two elements were added to the element pool by the group as these were felt to be missing aspects of H.Ec. school syllabuses in the researcher provided elements. These two elements were Fibres and Fabrics and Nutrition and Food.

### Fibres and Fabric.

Jan: A lot of these elements here are relevant to Fibres and Fabrics, we'd teach them through that.

Researcher: Isn't that understood in the elements? You could use fabric or food couldn't you?

Amy: I don't think you'd seem to be doing anything then.

Jan: You could (referring back to Researcher's points) but there are other things. Pupils have to learn to handle fabric - make things, use sewing machines etc.

Amy: That's right.

Jill: If they don't it's all application and context to what?

General laughter.

Jill: Pupils' need a material to work on - I mean fabric or food.

General agreement.

After some discussion the wording as given was agreed as being the best to convey this idea of 'a material to work on'.

### Nutrition and Food.

Very similar points were made for including this element.

Amy: Cooking I feel enables you to teach other things, organization, manipulation, safety, hygiene.



Jill: The things on these cards.

Amy: (after a pause) Yes, some of these.

Bee: Nutrition though then the world is your  
oyster, diet, your own and other cultures.

Not just cooking.

Amy: No, of course.

This element was then agreed upon by the group.

Table 7.2

H.Ec. educators agreed list of elements for  
their Sociogrid elicitation.

GRID REF. LETTER	ELEMENT	SOURCE
A	Adapting domestic task management to meet real life requirements.	Researcher provided.
B	Understanding social contexts in order to apply subject knowledge appropriately.	Amended by group from researcher provided element.
C	Monitoring the use of time, materials and equipment for the domestic running of homes.	Research provided.
D	How households function having evaluated individual's needs in the context of the household group.	Amended by group from researcher provided element.
E	Monitoring the implementation of food and safety regulations.	Researcher provided.
F	Adapting materials and techniques to new developments.	Researcher provided.
G	Research in home economics covers people's attitudes to, opinions of and behaviour patterns associated with their life-style.	Researcher provided.
H	Fibres and Fabric.	Group provided.
I	Nutrition and Food.	Group provided.
J	Task analysis of domestic management of homes is a fundamental skill.	Researcher provided.
K	Evaluation of performance of household appliances prior to selection for use.	Researcher provided.

### 7.3.2. The shared construing of the group.

The Mode grid discussed in this section shows the shared construing of the group from the common set of elements discussed in section 7.3.1. The four individuals' Raw Grids which form the basis for the Mode Grid are included as Appendix 3. The group's Mode Grid is shown in Figure 7.1. below. The relationship of the construct numbers in this grid to the individual subject's constructs is shown down the left hand side of the table. Thus Jan 4.5 refers to her 5th construct in her Raw Grid. The individuals' constructs shown in the Mode Grid are given in Table 7.3 opposite Figure 7.1.

Table 7.3. The Four Teachers' Individual Construct Statements  
shown in the Mode Grid, Figure 7.1.

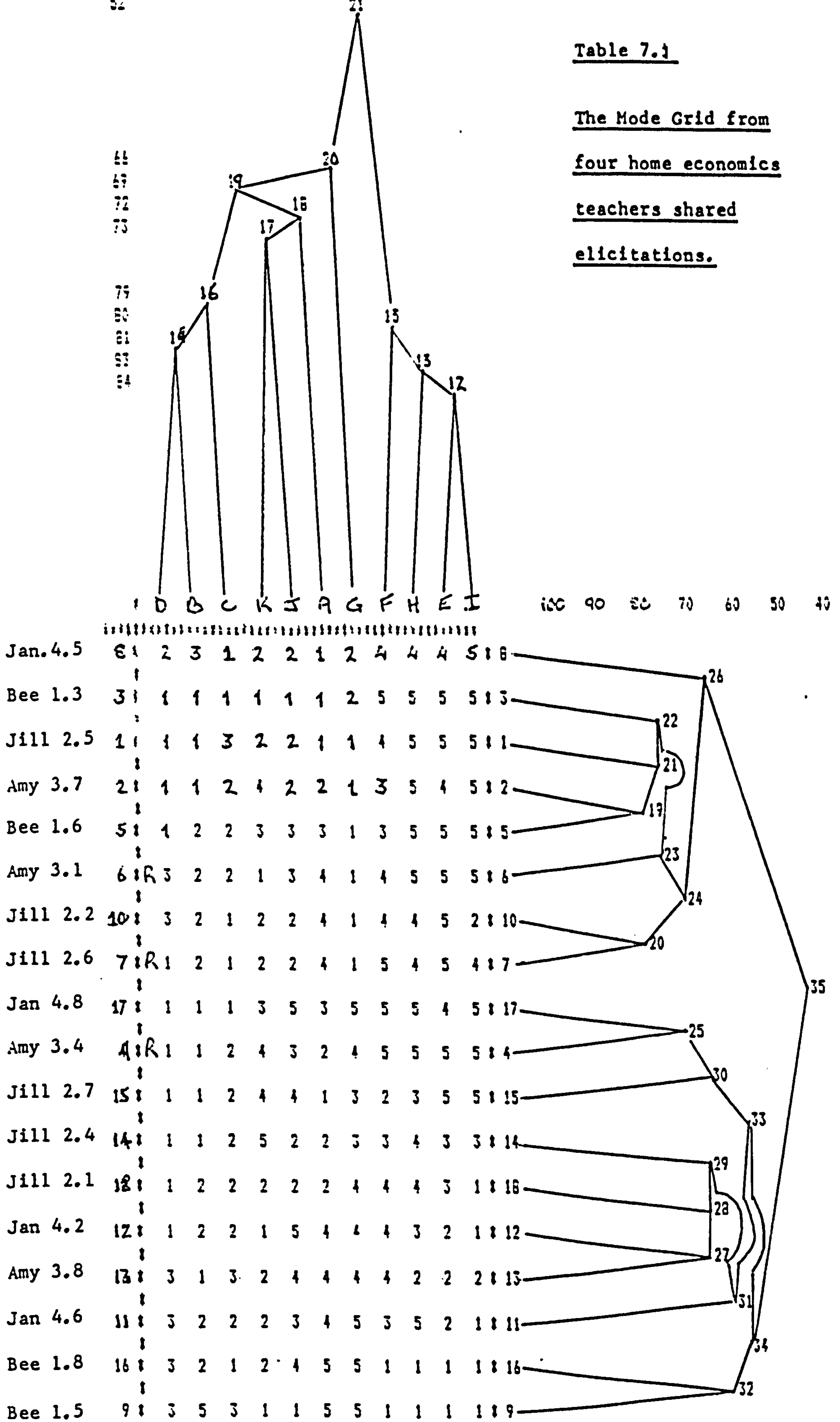
Individual Sub- ject	Con- struct No.	Construct Statements		Mode Con- struct No.
		Same	Different	
Jan 4	5	Children have little control over change in their household.	Some control over food but non-interested adults have too much.	8
Bee 1	3	Essence of what I would want to be teaching from.	As taught now it is examination led.	
Jill 2	5	Link household - large subjective element although factual too.	Less subjective - more concrete and factual. Less room (some) for opinion.	1
Amy 3	7	Continuing emphasis 3-5th year with some specificity.	Dealt with in some areas of work rather than continuously.	
Bee 1	6	Individual needs, patterns of behaviour are being discovered.	Dealing more specifically with the product and handling the same.	5
Amy 3	1 R	Necessary to look for certain points, not rules, standards when choosing equipment.	When dealing with food it is necessary to observe.	6
Jill 2	2	Topics brought together in classroom relate to "outside world".	Can be taught in the classroom without outside inputs.	10
Jill 2	6 R	Effects differ due to individuality.	Safety - food contamination aspects.	7
Jan 4	8	Housing can affect how individuals act - a pressure.	This is not really associated with home economics.	17
Amy 3	4 R	Individuals' needs differ - have different characteristics.	Food technology - dealing with actual product - something concrete.	4
Jill 2	7	Monitoring change by evaluating each individual's needs	Some market research e.g. attitudes to food.	15
Jill 2	4	General topics which could cover many aspects of H.Ec.	Specific, could or couldn't be related to other branches of H.Ec.	14
Jill 2	1	Both topics of equal importance, relating to each other.	Not of such importance, but part of these topics.	18

Table 7.3. cont'd.

Jan 4	2	Monetary value important to both, great bearing on the household.	Not immediately obvious as a financial consideration, although this comes into it.	12
Amy 3	8	These two areas are covered more thoroughly in school.	Really very little emphasis on this.	13
Jan 4	6	No confidence to teach, haven't got the background.	More easily related to practical work.	11
Bee 1	8	Good sound understanding and be able to adapt knowledge in a realistic fashion.	Less immediate, carrying out of tasks on behalf of the individual's needs and interests.	16
Bee 1	5	Consciously considered.	Not consciously considered.	9

Table 7.1

The Mode Grid from  
four home economics  
teachers shared  
elicitations.



## The Element Tree.

The two elements H: Fibres and Fabric; and I: Nutrition and Food; were those added to the element pool by the group of teachers. The lack of differentiation between these, linking at Element Cluster 13, suggests that the global nature of these terms does not provide an adequate basis for differentiation. Some time after the group had received copies of their elicitations and the formal part of this exercise was over Jan and Bee offered further comments on these elements as a result of their continued discussions.

The essence of these comments were that both Food and Fabrics were implicit within most of the other elements and, if an elicitation were to be repeated, they would not want to include these elements in this form. At this time they were still unsure whether Nutrition could be seen to be implicit in the other elements as these were presently written. Similarly Element E: Monitoring the implementation of food and safety regulations; was felt by these two to be "lost" in the existing grid because of its rapid linking to Element I at Element Cluster 12.

The link of these elements to the more generalized statement of Element F: Adapting materials and techniques to new developments; at Element Cluster 15 might suggest that these elements are seen as implicit within Element F. However from Jan's and Jill's comments it is clear that this group of teachers would need to give considerably more thought to Elements H and I in order to successfully relate these to the other elements in the grid.

Element Cluster 14 combines Elements D: How households function having evaluated individual's needs in the context of the group; and B: Understanding social contexts in order to apply subject knowledge appropriately; rapidly suggesting that the group had not made any real distinction between these elements. The link of these elements to Element C: Monitoring the use of time, materials and equipment for the domestic running of homes; at

Element Cluster 16 suggests that the practical activities associated with C would provide a useful way of re-considering Elements D and B.

Their rapid linking does mean that little differentiation between these elements by the group has occurred.

Two elements seen as quite distinct were Element K: Evaluation of performance of household appliances prior to selection for use; and Element J: Task analysis of domestic management of homes is a fundamental skill; which were linked at Element Cluster 17 and then, almost immediately, to Element A: Adapting domestic task management to meet changed real life requirements; at Element Cluster 18.

The group of teachers would seem, from their clustering of these elements, to have an understanding of each element and of how they see the three linking together.

The link of these 3 to Elements D, B and C at Element Cluster 19 would suggest that these elements may well be seen as a context within which K, J and A are performed. Without further clarification of Element Cluster 16 this can remain only a suggestion.

The link of Element Cluster 19 to Element G: Research in home economics covers people's attitudes to, opinions of and behaviour patterns associated with their life-style; at Element Cluster 20 suggests that the contextual points Element G emphasizes do provide an over-view of much of home economics as understood from these elements.

### The Construct Tree.

Two clusters of constructs can be seen, the first linking at Construct Cluster 26 and the other at Construct Cluster 34. Those that link at Construct Cluster 26 are discussed first.

Construct Cluster 19 shows the separation between the contextual social elements and those concerned with the handling of materials and products by both Amy and Bee. In Bee's words:



320: Time's the problem, we don't have time for discussion (of G) of attitudes people have. We touch on it in non exam groups.

We have to cover E (food and safety) but only time for the basics. G would be super, it's touched on (at the end of) in 3rd year but we often don't get there, run out of time.

If F is fabrics (adapting materials etc.) and not food then with textiles you can think of individuals as the centre point but with E it has to be food.

In Construct Cluster 21, to which the above linked, a similar point was made by Jill of a distinction between what she saw as the largely subjective contextural social elements and the more factual, concrete aspects of, in this case, Nutrition and Food.

Bee, in her construct 3 which linked with the above to form Construct Cluster 22 differentiated between the social factors, which were for her "the essence of what I would want to be teaching from", and what she saw as the present exam led teaching of Nutrition and Food.

Amy's Construct 6, linked at Construct Cluster 23 was similar to Jill's distinction between those elements where subjective judgement plays a part and those which were felt to have a more "rule bound" objective basis for judgement because of the association with materials.

The key points which arise from this cluster are:

- i) a separation between contextual social elements and those concerned with the handling of materials;
- ii) a recognition that the time available for teaching social aspects was restricted;
- iii) an understanding of contextural social elements as being more subjective compared with the factual, concrete aspects of handling materials;

- iv) a recognition that what is taught is exam led rather than necessarily derived from the fundamentals of the subject.

In Construct Cluster 20 Jill contributes Cluster 7 which again differentiates as in i) above and also Cluster 10 which raises a teaching issue.

130: E (food and safety) has priority in teaching, handling food is quite specific, the others (C and G) are more outside the classroom, what goes on in the real world. We do a bit, advertising, but it could become very text booky, C (monitoring use of time, etc.) could be a bit boring.

The key point which arises from this cluster is

- v) the separation between elements associated with teaching practical work as distinct from those associated with text book work.

All the above Construct Clusters link with Jan's Construct 5 at Construct Cluster 26. Jan expressed her feeling that:

375: Do children have any control? (over I, their Nutrition and Food) I doubt it really, some, but very little, it depends upon the adults. None of these, A, C are controlled by children.

The key point which arises from this cluster is that of:

- vi) the opportunities available for children to apply their home economics learning outside the school context.

The separate groupings under Construct Cluster 34 are discussed next.

Construct Cluster 25 combining Jan's and Amy's constructs reiterates the importance of contextural social factors as mentioned in point i) above. Jan in her construct contrasts this with her feeling that G (home economics

research) is not relevant to H.Ec. school.

490: It (G) is beyond what we do, it's not about the sort of basic work we do in schools is it? We'd never get time to do that with children and they wouldn't understand how to anyway.

Jill with her Construct 7 linked at Construct Cluster 30 considers that some aspects of G, market research is cited, are actually taught in school.

360: We only do little bits of this (G). We can only do market research on what they eat, their attitudes.

A and D we can't dictate how families will function, you'd need D (evaluating individuals' needs) first but I don't think we could do it.

The key point which arises from this cluster is:

vii) confusion as to how contextural social elements of home economics can be appropriately incorporated into teaching.

Construct Cluster 30 remains separate from a larger cluster - Construct Cluster 31. Within this latter cluster 4 constructs link very rapidly beginning with Construct Cluster 27.

In Jan's Construct 12 the significance of monetary value for households was considered. Whilst recognizing the importance of this as a way of differentiating between elements Jan also expressed her concern that:

160: They (the pupils) get very bored with it, (considering monetary value) we do it, but little bits not a topic really.

Similarly Amy in her Construct 8 emphasized the thoroughness with which elements were covered in school.

Jill with her Construct 1 added a further clarification to these points.

085: Now we (teachers) think far more about why we do a topic, they used to be done - well, almost unconsciously. Laughter. I don't mean that quite.

Researcher: Without having to state why you were doing it?

Jill: Yes, that's about it. J (task analysis) couldn't be a focal point in the same way as D (evaluating individuals' needs) and I (nutrition and food). D could sum up all of home economics. It's difficult to see J as having an (pause) emotional impact! D brings in all other aspects, physical, practical or emotional.

With her Construct 4 Jill refines this idea further clarifying general topics, Elements D and B, which could cover many aspects of home economics from those which are specific, Element K, and could not necessarily be related to other aspects of home economics.

The key points raised from this cluster are:

- viii) the need to differentiate between general over-arching home economics elements and those which are more specific;
- ix) the recognition by teachers that some aspects of a subject are more likely to be boring for children to learn.

Construct Cluster 29 linked to Jan's Construct 6 at Construct Cluster 31.

Jan differentiated between these elements according to her confidence in teaching them.

325: We don't reflect very much in the way of change, not in a way that gets us somewhere. I know about that (H Fibres and Fabrics) and G (people's attitudes). These are more easily

related to practical work that I know, I've got the background.

The key point raised by Jan is:

- x) that teachers need to develop their own knowledge in order to be confident to teach new aspects of home economics.

Very similar points were made by Bee in her two constructs forming Construct Cluster 32. Within her Construct 5 Bee uses a similar term to Jill, that of consciously considered elements against those she termed not consciously considered. It is worth quoting at length from Bee's elicitation of this construct as it highlights many of the points noted already.

270: I have to put J (Task analysis) and I (Nutrition and Food) together, as B (understanding social contexts) is out of court, it's not taught to the extent it should be, except in the 6th form. J and I are uncomfortable together as I dictates J. Sad about that, I think it is a great lack in what we are doing. It's not taught as insistence upon food - exams again.

We haven't got around to thinking of B as vitally important in the first three years - - - I find that a sad admission. We won't have time in the first three years until we prune out all the stuff we do push in. - - - It's curriculum selection, habit and tradition. - - -

J, here we are coming up with all the holes in the syllabus, I'm afraid we do almost nothing, or C (monitoring use of time etc.)

In her eighth construct Bee confirmed a point made by Jan, that of the need to understand an area of the subject and also be able to adapt the knowledge realistically for teaching purposes.

The key additional points arising from Construct Cluster 32 are:

- xi) that redundant aspects of syllabuses must be eliminated to allow time to incorporate new developments;
- xii) that teachers need to select from their subject knowledge what can realistically be taught to children.

The twelve key points above are listed in Table 7.4 below.

Table 7.4.

The key points derived from the four  
home economics teachers' Mode grid.

- i) A separation between contextural social elements and those concerned with the handling of materials.
- ii) A recognition that the time available for teaching social aspects was restricted.
- iii) An understanding of contextural social elements as being more subjective compared with the factual concrete aspects of handling materials.
- iv) A recognition that what is taught is examination led rather than necessarily derived from the fundamentals of the subject.
- v) The separation between elements associated with teaching practical work as distinct from those associated with text book work.
- vi) The opportunities available for children to apply their home economics learning outside the school context.
- vii) Confusion as to how contextural social elements of home economics can be appropriately incorporated into teaching.
- viii) The need to differentiate between general over-arching home economics elements and those which are more specific.
- ix) The recognition by teachers that some aspects of a subject are more likely to be boring for children to learn.
- x) That teachers need to develop their own knowledge in order to be confident to teach new aspects of home economics.
- xi) That redundant aspects of the syllabus must be eliminated to allow time to incorporate new developments.
- xii) That teachers need to select from their subject knowledge what can realistically be taught to children.

#### 7.4. Summary.

Reflection upon subject content is of course, for teachers, always inextricably linked to their concern for their own practice of teaching within a particular school. In Table 7.4 above nine of the points listed referred in some way to teaching not subject content.

The 'examination led' nature of teaching was referred to in point iv) of this table, Bee, on p.334, referring to the restrictions of the Nutrition and Food examination syllabus which curtailed the time available for consideration of social factors.

Jill in her individual grid elicitation made a similar point.

290. Jill: I don't know. Having been out of teaching for ten years I am rather surprised how on the new (GCSE) exam syllabus so little has changed. The course here (school where she teaches) is far more interesting but in some respects the exam hasn't changed. We (in the school) take more note of what the pupils want and react to that.

'Time available for teaching social aspects was seen as restricted', point ii), these remain something "touched on", see p. 334, in non-examination classes.

This sense of "touching on" aspects of the elements provided is evident throughout the elicitations with these teachers, a point considered further on in relation to their discussion of recipe development.

It is evident from Jill's quote above that the examination system in preventing change may also be a main contributor to point xi): 'The redundant aspects of the syllabus must be eliminated to allow time to incorporate new developments'. But as Bee stated, see p. 338, teachers themselves very often maintain existing syllabuses even when they don't need to. A point Jill also referred to in her individual grid elicitation.



290: I wonder whether teachers when teaching home economics change. I don't know, I think they are slow to change but that is the nature of the subject. It's difficult, we tend to be conservative and stick to what we've been taught.

Point xii): 'That teachers need to select from their subject knowledge what can realistically be taught to children; was closely linked to point xi). Jill's comment that in school they take more note of what pupils want was similar to Bee's, made during the selection of elements.

130: - tend to change my syllabus if it doesn't work with the pupils - change if it is irrelevant but don't change if it still works.

What "works" with pupils may of course not be related to subject content.

Jan in her individual elicitation made the point that traditional practical work is what is expected by pupils in home economics rooms,

340: I'm finding it (with GCSE examinations) quite difficult to get away from this idea of cooking. My room at break today was full of the other kids asking, "What've you made?", and that's where the interest lies. No one comes in after we've done an analysis of dietary fibre in food!

and Amy, during the group elicitation of elements made the point that:

40: - most of the syllabus is designed so you can use what they (the pupils) make.

There was no disagreement with this statement.

The problem for H.Ec. educators is one of losing not simply redundant aspects of the syllabus but also the particular social interactions with children which are so much a part of the tradition of cooking in schools.

For these H.Ec. educators point v): 'The separation between elements associated with teaching practical work as distinct from those associated with text book work'; is one which raises issues of teaching style fundamental to the individual. Jill, on page 335, refers to work becoming "very text booky", C (monitoring the use of time, materials and equipment for the running of homes) could be a bit boring.

These H.Ec. educators do seem to see subject content in terms of theory and practical, an approach inherent within the examination syllabuses which dictate much of their work. The implications this has for an understanding of the process of application, inherent in those elements derived from H.Ec. professional practice, are discussed below in relation to points i) and iii).

They would also appear to see theory as more likely to be boring to children, point ix): 'The recognition by teachers that some aspects of a subject are more likely to be boring for children to learn'. In stating that a topic, monetary value, see p.336, is boring Jan has indicated what may be a problem for these teachers in terms of their own knowledge and hence interactions with pupils.

This topic is less immediately linked to the traditional examination syllabus content than are some others, Jan's analysis of dietary fibre as an example of a lesson, is firmly linked to nutrition and cookery.

A further arbiter of the contribution of these elements to pupils' learning is point vi): 'The opportunities available for children to apply their home economics learning outside the school context'; indicates perhaps immediate application. This would appear to be self-evidently possible with cooking skills, as the main concern of these H.Ec. educators. Jan, on p.335, questions this application but none of the teachers mention learning in the context of future adult needs of pupils.

In the list of key points in Table 7.4 several indicate the teachers' hesitation in dealing with these elements. Point x): 'that teachers need to develop their own knowledge in order to be confident to teach new aspects

of home economics'; illustrates this point. As Jan says of practical work, see p.338, "I've got the background (knowledge)".

These teachers' discussion of recipe development, see p.317, illustrates the problems that arise when new knowledge is "touched upon" without the necessary background understanding.

The date of the initial training of these teachers, but most especially the nature of the specific course of study offered by an institution, obviously shaped their understanding of the researcher provided elements. Bee and Amy in particular had both trained within the previous five years, Jan and Jill having trained considerably earlier.

Bee's training had provided her with the experience of recipe development which she used to illustrate 'adapting materials and techniques to new developments' whilst Jan initially rejected the idea immediately and had no understanding of recipe development. There is therefore a problem, for some teachers at least, of lack of up-to-date knowledge in the subject area.

Equally important is the evident lack of understanding by Amy of why cheese-tasting was not taste-panel work, a point neither recognized nor corrected by Bee. Without the use of appropriate techniques to standardize procedures, in order to arrive at results which can be compared, taste-panel work is an inappropriate term to use. Cheese tasting, as Amy described it, was just that.

The depth of knowledge inherent within the techniques used for recipe development were not understood as something which could be built up from relatively simple beginnings. After all, to turn Jill's comment on p.316 round, all car mechanics can change a car wheel.

The rejection of 'Comparative performance testing of a range of appliances', p. 316, 'Implementation of effective planning of buildings from a knowledge of technical background information' p.318, and 'Developing demonstrations to illustrate appliance features' p.319 would suggest a lack of shared understanding of the applications of knowledge in H.Ec.

professional practice. These are all examples of 'adapting materials and techniques to meet new developments'.

On more familiar ground, 'Monitoring the implementation of food and safety regulations', p.318, no problems were raised about the technical background knowledge required. The necessarily restricted depth of knowledge achieved with pupils causing no problems for these teachers who saw hygiene and safety in terms of application within the home. Such application was however not seen as monitoring behaviour although this is inherently what good application is all about.

These H.Ec. educators did recognize their: 'need to differentiate between general over-arching home economics elements and those which are more specific', point viii); see p.337. The importance of contextual social elements was recognized at many points during the elicitations but these H.Ec. educators had some difficulty in seeing how these could be incorporated into teaching, point vii): 'Confusion as to how contextual social elements of home economics can be appropriately incorporated into teaching'.

When Jill on p.336, makes the point that 'we can't dictate how families will function' none of the group can offer illustrations of the use of case studies of family functioning to provide contextual social information which is not intrusive on individual pupils' home life.

This lack of abstraction was most strikingly evident in the inclusion by the teachers of 'Fibres and Fabrics' and 'Nutrition and Food' as elements, see discussion above on p.325. Both were included because it was felt necessary 'to have materials to work on'.

Points i) and iii) are both related to this emphasis on 'materials to work on'.

Point iii): (An understanding of contextual social elements as being more subjective compared with the factual concrete aspects of handling materials'; indicates a real dilemma in abstracting contextual social aspects beyond the immediate and personal. There is inherently nothing

less "factual and concrete" about a family case study built up from statistical information than a recipe or a pattern, all three require subjective interpretation in their use.

The 'separation between contextural social elements and those concerned with the handling of materials', point 1), encapsulates the real constraints which their present teaching imposed on these H.Ec. educators. But as Jan and Bee indicated, (see p. 332 ), in their continued discussion, the process of elicitation had changed their perceptions of the subject area and that separation might not be made in future.

As Jan commented, at a late stage in the elicitation of elements, the procedure was:

- like opening little doors, it's making me think.

The use of group elicitation has provided these teachers with the opportunity to begin to think about aspects of H.Ec. professional practice which were new to them. The procedure enabled them to identify the problems that H.Ec. school as a subject and themselves as teachers faced in making changes and to recognize the nature of the changes that incorporating this particular range of elements into their teaching would require, in particular the reconsideration of the assumption that specific materials were central to home economics teaching and the recognition of their need for further knowledge.

8.1. Introduction.

The aims of this study are to:

- 1) clarify the implications, for H. Ec. school practice, of the development of a H.Ec. profession;
- 2) develop a model of some aspects of H.Ec. professional practice which could be used, by H.Ec. educators of pupils up to the age of sixteen, to inform the development of H.Ec. school syllabuses.

The first aim was largely addressed through a literature survey in Chapters 2, 3 and 4 and the findings are discussed in section 8.2 below.

The second aim was addressed in the empirical study in Chapters 5, 6 and 7 and the findings are discussed in section 8.3 below.

In section 8.4 the research methods used are considered and finally, in section 8.5, possible future developments from this study are discussed.

8.2. Principal conclusions from the literature: Chapters 2, 3 and 4.

The dominance of the academic model of education, linked to the use of the examination system as an academic gate-keeper, which excluded subjects drawing on utilitarian and educational knowledge from access to power and prestige was posited in Chapter 2.

A further implication of this is the retention in educational practice of the existing gender and social class biases inherent in the origins of school subjects.

The single subject power of the examination system has also meant that educational developments which do not follow that pattern have rarely had great impact on educational practice.

H.Ec. school, originating in the teaching of utilitarian craft skills to the daughters of the labouring classes, has always had to justify its

place in the curriculum within the constraints of the above points.

Attempts to gain academic credibility via the examination system, particularly 'A' level, have consistently failed.

Early cross-curricula links, particularly with science, failed because of the sciences' need to ensure single subject sequential learning for examination purposes.

Within its own examinations H.Ec. school retained both the craft divisions of its origins and the tenuous academic links of the scientific background to the subject.

A long period of educational thinking also proposed the subject's use as a vehicle for teaching other, more academic, subjects.

All of this continually distorted the subject, as was most evident in the fragmentation of the GCSE subject criteria and subsequent examinations.

More recently H.Ec. school has been strongly criticised both for the gender bias of the pupils who study it and the cultural assumptions inherent in the existing subject content. Such criticism has come with the development of feminist thinking via institutions such as the Equal Opportunities Commission or researchers such as Love et.al. Equally Thorne's research placed H.Ec. school in the context of education as a gate-keeper to power in society, effectively acting to exclude girls from access to power.

All the above points culminated in the exclusion of H.Ec. school from the list of subjects mentioned in recent HMI and DES curricula documents, beginning with the "Red Book". The educational establishment reached its inevitable judgement within the circularity of its traditional thinking.

To blame H.Ec. educators for the failure to resolve these points would be to repeat an exercise frequently undertaken by others.

The criticisms made by the EOC, Love et.al., Thorne etc. have to be met by the education system itself, not just H.Ec. educators.

What is evident from the above is the failure of education as an institution to ensure that all ways of knowing are equally respected and equally accessible to all pupils, without regard to gender, class etc.

The challenge, by H.Ec. professionals, to the exclusion of H.Ec. school from Design and Technology, and the reversal of that decision, gave H.Ec. educators a powerful and new ally well able to exert political pressure when necessary via its institutions.

More fundamentally the existence of an almost exclusively female profession challenges the stereo-typical feminist thinking which simply condemns Home Economics per se. Feminists have either ignored or been ignorant of the fact that the profession has escaped from de Beauvoir's 'conjugal sphere'. In this respect their condemnations of H.Ec. school provides no support for those developing the subject and easy ammunition to those condemning it.

The failure of the education system to develop in ways appropriate for late twentieth century society has resulted in the rapid political initiatives culminating in the 1988 Education Reform Act. The politicians' concern that education provide for the employment needs of the future has remained the media focus of these initiatives. The documentation, particularly for H.Ec. school, the Design and Technology report, provides a real opportunity to challenge the institutional biases within the educational system itself as well as providing an opportunity to develop syllabuses appropriate for the present and unconstrained by historic assumptions.

H.Ec. school is not alone in being constrained by its history, and for those subjects likely to contribute to Design and Technology within schools, the first problem will be to begin the process of working outside the security of clearly defined subject boundaries and all the assumptions implicit in the drawing of those boundaries.

The Design and Technology report provides a framework within which educators may incorporate the following points into their thinking :

Firstly it recognises procedural knowledge, "know-how", as a valid way of knowing which will be a required and assessed area of the curriculum for all pupils up to age sixteen.



Secondly it recognises that "know-how" can be gained via utilitarian subjects which can also provide a preparation for future employment opportunities for pupils.

Thirdly there is a requirement to challenge the gender bias which exists in the present traditional "craft" subjects.

Fourthly explicit recognition is made of the need to develop cross-curricula links in the teaching of procedural knowledge.

It is because the Design and Technology attainment targets are required, and must be assessed, that their implementation is capable of having such a real effect on education's institutional practices.

H.Ec. educators have the opportunity to establish a coherent subject contribution to Design and Technology freed from the pressure of single subject academically acceptable examination constraints.

The regressive tradition of new entrants to the profession, noted by Thorne, of reliance on what they were taught as the basis for their teaching will not suffice to meet the challenge of design and technology.

Equally an historic reliance on craft skills in food and fabric will be inadequate to meet the report's recognition of the social and behavioural contexts, within which aspects of craftsmanship may be developed and materials used, for the designing of artefacts and systems.

If for previous writers on H.Ec. school, such as Thorne, H.Ec. educators appeared ill-equipped to meet change it was perhaps because the evidence of what to change to and how was unclear. Eliminating redundant subject content is only possible where there is something with which to replace it.

What is evident from the action of the UKFHE in ensuring H.Ec. school was included in the Design and Technology report was that there were exemplars of good practice of the discipline of designing within the subject community. However small in number, or recent, such exemplars are they do provide H.Ec. educators with a basis from which to arrive at consensus about what H.Ec. school should be.

Such consensus requires that the professional organizations representing H.Ec. educators, such as NATHE, disseminate exemplars of good practice and foster the debate on the processes of Home Economics which must be taught to ensure good practice.

Without such a procedure there is likely to be a continuation of the mis-match between the claims for the subject and the reality of what can be assessed. Design and Technology assessment has been developed by the APU with inputs from H.Ec. school. That contribution must be shown to exist in future practice if H.Ec. school is to be retained by schools.

H.Ec. school traditionally has been economically dysfunctional, a status passage for girls to enable them to fulfil an ascribed social role. The emphasis of the Design and Technology report challenges such a subject basis through its emphasis in the world of work and the contribution that utilitarian subjects can make to preparation for that world of work.

The H.Ec. profession provides H.Ec. educators with exemplars of practice outside the closed world of education. If politically the time is right for such a development it is also coincidental with the ending of the long educational debate on the importance of procedural knowledge in education.

Who better to provide H.Ec. educators with exemplars of "know-how" than the subject practitioners?

H.Ec. professionals achieve Toulmin's 'adaptive balance' of know-how in practice and, by being recognized as Home Economists, establish the "publicly agreed criteria" for judging what Home Economics is.

The growth of the H.Ec. profession and discipline also provides H.Ec. educators with the insights of a wider subject community establishing its identity. Understanding the different H.Ec. professional approaches is important.

Thorne's point that home economics is Janus headed looking to both the social and commercial world is further clarified by Vincenti's sub-divisions of the "Mission-orientated" field of home economics.

H.Ec. school need not remain isolated as a subject, it can use insights from both the profession and discipline from which to begin to develop its subject content and, as importantly, subject ethos.

The H.Ec. profession and discipline have shown their ability to use their institutional power, via the UKFHE, to support H.Ec. school. It is however not clear that the institutions, journals and conferences which are the "hallmarks" of professional and disciplinary development do necessarily provide this support on a longer term basis. For a small subject field the diversity of institutions, journals and conferences must detract from establishing significant professional debate upon which H.Ec. educators could draw to inform their own practice.

The implication for H.Ec. school of the more recent development of a H.Ec. profession is that it provides a real opportunity to re-consider the subject's content in the light of modern subject practice, rather than from practices instigated by Kay-Shuttleworth at Norwood in 1838. A more fitting tribute to him than the "Norwood" model's relics, still evident in syllabuses, would be the recognition that evaluation of what was taught was an essential process in ensuring that the changing requirements of both pupils and society are being met.

### 8.3. Principal conclusions from the empirical study: Chapters 5, 6 and 7.

The intention of this empirical study was not to produce curricula materials for H.Ec. school but to explore how H.Ec. educators might develop and maintain their understanding of H.Ec. professional practice and its implications for H.Ec. school syllabuses. This second aim assumes, from the first aim, that the development of the H.Ec. profession does have implications for H.Ec. school practice.

Professional debate in home economics generally is restricted and, as was noted above, is rarely evident within the formal provisions for debate commonly used by other subjects. Repertory Grid Technique was selected as

an iterative research method which obliged home economists to engage in such debate. For Dee and Emma its use contributed immediately to their own reflections on their personal H.Ec. professional roles. For Jan and Bee their group elicitation began a continuing debate. Both H.Ec. professionals and H.Ec. educators are capable of articulating their practices and thus informing each other of the nature of the professional competencies that they require and the working ethos within which these competencies are delivered.

The descriptive statements of H.Ec. professional practice listed in the tables at the end of Chapter Six illustrate not only that H.Ec. professional work would appear to be Mission-orientated but that it does divide somewhat into Vincenti's two sub-groups - a concern for quality of life and a concern for the best way to accomplish a task. Judging from the tables of H.Ec. professional employment opportunities provided in Chapter Four that model seems unlikely to be challenged although the descriptive statements gained from the twelve H.Ec. professional subjects of this study may well be added to or amended.

The descriptive statements also illuminate practice, procedural knowledge, which draws on a fundamental background of "Home Economics". The extent to which that background is shared by all H.Ec. professionals would require a larger study than this one. It is clear from Ena's and Sue's work on product development that the social backgrounds to their two jobs have required a very different "adaptive balance" from each of them, without obscuring the "best way to accomplish the task" of product development. A similar point might be made of some aspects of Gwen's and Pat's work or Fay's and Pat's etc.

What is also evident is that these H.Ec. professionals worked at very different levels of responsibility. Emma, in her first job after her degree, carried little managerial responsibility for others. Pat, after many years of experience, held a largely managerial role. Sue was a United Nations

consultant and about to become the manager in her work. Lou, as an under-graduate H.Ec. student, had created a potential H.Ec. professional area of employment during a one-year industrial placement. Home Economics employment is a potentially richly varied world.

All the descriptive statements are not only procedural but phrased at a level of abstraction above the immediate concern for handling specific products and materials.

Thus for Fay fabrics, wall-paper and paint were resources which enabled her to 'Use practical home-making projects as a means of practicing skills of social interaction'. For Ena the cardboard model of an appliance was the first stage of a prototype on which she worked; that this happened to be a food processor was irrelevant.

The level of abstraction of the descriptive statements can obscure the implicit procedural knowledge. Sue's "Rationalizing stove designs to make them as cheap and easy to produce as possible" required the use of sophisticated techniques for monitoring how a ball of mud can be made into as efficient a cooking stove as possible. Gwen's approach which " - enables individuals to function autonomously within their household - " required the use of highly developed inter-personal skills to foster self-esteem in individuals who have failed to develop it in even that most mundane area of life, managing household tasks.

The language of many of the descriptive statements carries within them assumptions of specific techniques and skills implicit in that particular aspect of practice.

Tables 6.21 to 6.23 also highlight the more general educational skills of communication which were fundamental to these H.Ec. professionals' working lives. Mary required these most obviously as a reporter but Pat, Sue and Ava used these skills in very varied ways within their jobs.

The tables of descriptive statements coupled with the job outlines should provide H.Ec. educators with a picture of the range of potential

H.Ec. employment, including the progression to managerial roles, which requires not only the use of general educational skills but also fundamental home economics subject skills which are common to a number of different H.Ec. professionals' jobs.

These fundamental subject skills are thought of by H.Ec. professionals as procedural knowledge which is applied within a variety of social contexts over a range of products and materials. Much of this procedural knowledge is implied within the technical vocabulary used in the descriptive statements.

The resource focussed approach of teachers, evident in their selection of Elements H: Fibres and Fabrics and I: Nutrition and Food for their group elicitation indicated the very different approach that they took to subject knowledge. An approach which they recognised was in part due to the constraints of the examination system.

The separation of resources from almost all other elements in the Element Tree high-lighted, for Jan and Bee at least, the confusion inherent in their initial thinking about the elements.

The procedural nature of the elements was understood, particularly E: Monitoring the implementation of Food and Safety Regulations. The level of that understanding for some at least of the other elements must be questioned. Activities like cheese-tasting, cited as an aspect of recipe-development, bear little relationship to the techniques and competencies inherent in the latter.

Equally difficult for the teachers was the linking of social and behavioural procedural knowledge to the task specific elements more readily associated with the handling of specific resources. Within the Mode grid the subjective nature of this knowledge was high-lighted as a cause of the difficulty. For some of the teachers such knowledge was seen as inevitably, an intrusion on pupils' and their families' privacy.

The emphasis of some of the elements upon commercial/industrial concerns also caused problems for some of the teachers who did not see the

relationship of these to H.Ec. school.

These teachers also readily acknowledged the limitations of their own subject knowledge, and the constraints of time, existing syllabuses and examinations within which they worked.

#### 8.4. Consideration of the research methods used.

Repertory grid technique was chosen as a research method because it is a tool for individual reflection rather than the collation of large numbers of individuals' responses to standard questions.

As a research method it has fulfilled the intention to provide qualitative data from the field of H.Ec. professionals which is not available from previous research.

In Chapter 5, pps. 172 to 177, the difficulty of ensuring an appropriate environment where the researcher is dependent upon subjects' arrangements was noted. RGT is therefore considered to be best reserved for situations where the researcher can be sure that she can establish an appropriate environment, as was possible with seven H.Ec. professional subjects and with the case study with the teachers.

Within an appropriate environment subjects' misunderstanding of the nature of elicitation may also make its use inappropriate, as was the case with Vera, see Chapter 5 p. 274, requiring an interview technique to be used instead. A further problem may arise with the number of elements elicited by individuals. For all three subjects, Mary, Ava and Lou, the nature of their perceptions of their jobs rather than procedural difficulties seemed to be the reason for the restricted number of elements they used, see Table 6.1 p. 193 for reference to their Raw Grids.

Equally elicitation of constructs may also be restricted. Elicitation of constructs ensured that all but three subjects produced 8 constructs, Mary and Lou eliciting 7 constructs and Dee eliciting only 6. In the case of Dee this was due to the return home of her family which effectively caused her to abandon the elicitation.

Individuals' perceptions of their jobs, the arrival home of the family etc. are not problems which occur because of the use of RGT. Interviewing would be subject to the same difficulties.

The restricted nature of the raw grids from which computer analysis is undertaken does however alert the researcher to these limitations in ways which are not necessarily so evident in an interview.

The procedure of eliciting grids with individuals and analysing these which is inherent within the RGT procedures has provided this researcher with experience which enables her to feel confident in the results of her research.

In particular many of the techniques used in elicitations such as card sort and laddering apply equally to interviews enabling the interviewees to reflect and re-structure their responses in ways that they feel are appropriate.

Where time is possibly restricted interview, rather than grid elicitation, is likely to be a more appropriate reflective method of data collection and one which this researcher would use with more perceptiveness because of the experience of undertaking elicitations.

This perceptiveness applies particularly to the later analysis of data. Where the matching of a computer print-out of Element and Construct Trees to a Raw Grid and a tape-recording and transcript of the elicitation occurs, as with RGT, the selection of findings from the data is made with some rigour. Such rigour can be transferred to the analysis of interview data thus restricting the researchers imposition of her own bias upon the data.

In the most appropriate circumstances, where the researcher is known and trusted and both the environment and length of time are appropriate, RGT proves a rewarding experience for the subject, as both Dee and Emma commented, as well as providing research data.

This process was particularly true with the teachers in the case study who, once begun on the reflective process, continued it as was evident from



Jan's and Bee's comments, see Chapter 7 p. 332. What was also evident was that the use of cards stating the elements enabled the group to maintain their focus and clarify their thinking to each other without the danger of drifting away from the point of the discussion, a problem to which all groups are prone.

Whilst the resources, particularly time, necessary for successful elicitation may rarely be available to individuals or groups some at least of the techniques of repertory grid elicitation could usefully be included in qualitative data collection methods, particularly card sorts and laddering techniques.

RGT is no less time consuming a method of research than any other qualitative research method and it should therefore only be used where the time requirements on the researcher are recognized.

#### 8.5. Future developments from this study.

The circularity of thinking within both education and, in particular, H.Ec. school developments has been challenged by the 1988 Education Reform Act and, for H.Ec. school in particular, the requirements for Design and Technology.

H.Ec. educators need to develop a subject ethos which is compatible with these requirements. Understanding of H.Ec. professional practice could contribute to the development of such an ethos.

From the existing material of the study it would be appropriate to develop case studies of H.Ec. professional practice to help H.Ec. educators gain insight into :

- i) the alternative and appropriate solutions which H.Ec. professionals develop to meet the home economics problems which they face in their practice;
- ii) the range of employment opportunities available for H.Ec. professionals.

These materials, via point i) illustrate Vincenti's classification of home economics as a Mission Oriented Field of Study, see Chapter 4 p.99, providing H.Ec. educators with the basis for enlarging their understanding of the subject and, from this, recognizing the different approaches to the subject held by practitioners.

Such an approach would provide H.Ec. educators with the opportunity to develop an ethos more in keeping with the requirements of late twentieth century education.

Similarly point ii) above would provide useful evidence for H.Ec. educators to challenge the stereotyped perceptions of the subject possibly held by other staff and pupils.

Such case studies would also provide a basis outside the immediate concerns of the classroom from which to begin to evaluate the appropriateness of exemplars of good classroom practice it was suggested that H.Ec. educators need to see. Without some such basis it remains difficult to challenge subject content stagnation or even regression.

Neither case studies of professional practice nor exemplars of good classroom practice do more than show to what H.Ec. educators might move.

It is evident from the trial elicitation with the group of H.Ec. educators that they needed support in HOW to make that move.

This study has identified a range of generic H.Ec. professional skills which indicate the techniques and competencies, technical language and social and behavioural factors which underlie some H.Ec. professional practice.

All these points abstract H.Ec. knowledge from the immediate concerns for H.Ec. educators of what pupils will do during tomorrow's lesson.

There is little evidence in the literature of adequate support for this process. Teacher texts associated with specific curricula developments such as the Schools' Council 'Home and Family 9-13' project or the Nuffield 'Home Economics' project are restricted to the specifics of teaching that curricula package.

The descriptive statements listed in the tables at the end of Chapter Six provide the basis, if not for a text-book, at least for articles which would bridge this gap.

The tradition within H.Ec. school of writing for the pupil in the classroom is evident in all the text-book collections studied by this writer. Books for the H.Ec. educator are rare and, most frequently, concerned with classroom practice. The H.Ec. discipline has failed to provide a standard home economics text book which provides an holistic overview of home economics.

A further development from this study is to recommend that one or some of the national associations representative of home economics support the production of such a text book.

It is evident from this study that, given time, H.Ec. educators do reflect on their practice and, in the process, restructure their thinking. Without such restructuring the requirements for design and technology are unlikely to be met and curricula packages produced for use with pupils are unlikely to be handled with confidence.

It is beyond the competence of any one individual to effect such change on the scale that is necessary. The national subject associations have shown their ability to mobilize to take effective political action. These associations are strongly recommended to continue to mobilize support for H.Ec. educators, particularly in gaining time in which to develop the new thinking required by design and technology.

The links made between the requirements for design and technology and the practice of H.Ec. professionals occur because of the date of publication of the former and the completion of this piece of work. Such a coincidence is the result of the central direction of the school curriculum which is of such political significance at the present time. The extent to which contents of subject syllabuses and approaches to the school curriculum remain centrally directed is dependent upon future political thinking.

Within the framework of such developments the individual subject teacher must still address her need to develop her subject knowledge and shape her subject ethos in ways which are appropriate for the educational needs of those whom she teaches.

This study it is hoped will offer H.Ec. educators the experience of "opening little doors" on to the H.Ec. professionals' world through which they may explore possible H.Ec. school subject developments.

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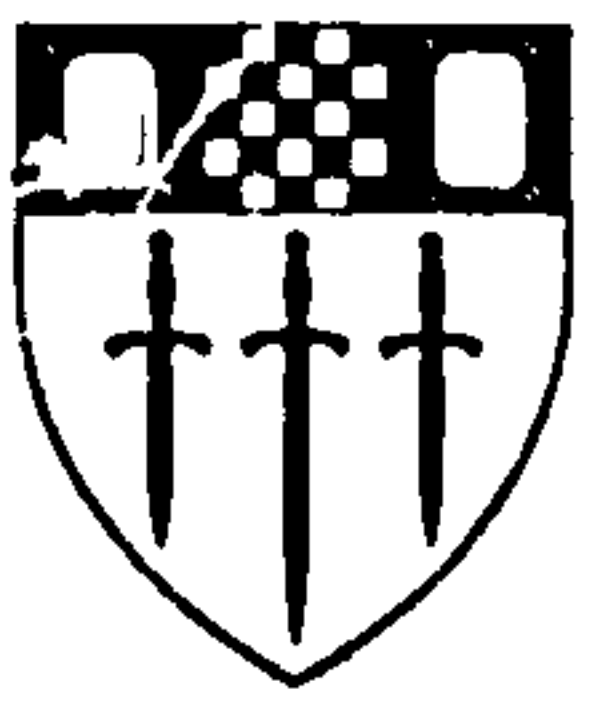
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ELEMENTS E.G. BISCUITS

	Penguin	Shortbread	American Brownie	Langue du Chat	Florentines	Dad's Cookies	Digestive	Marie		
	A	B	C	D	E	F	G	H	I	J
<u>GH</u> Ordinary - have every day	3	4	3	5	5	1	1	1		
<u>AE</u> Chocolate coated	1				1		5			
<u>AC</u> Very sweet										
<u>DE</u> Difficult to make	N/A	5	3	1	1	N/A	N/A	N/A		
<u>AC</u> Buy in a shop	1	1	1	1	1	1	1	1		
										<u>D</u> Special - have as a treat
										<u>G</u> Plain - not rich
										<u>G</u> Good for savoury food as well
										<u>B</u> Easy to make
										? Only home- made



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HOME ECONOMICS DEPARTMENT

*Head of Department: Professor R.J. Irving*

BP/SJ

23rd March, 1983.

\*\* Sent to all on attached list.

Dear

I am a mature teacher presently undertaking postgraduate research into the relationship between new developments of training and professional employment associated with Home Economics and the teaching of the subject at secondary education level.

For this work I need to contact a number of people whose training and professional experience has been different from that normally associated with Home Economics. Ms. \_\_\_\_\_ from \_\_\_\_\_ has given me your name and address as being someone with such experience.

The contact that I would need with you would be in the form of an interview to explore your thinking about your work and training in relation to Home Economics.

I appreciate that such a request would make demands on your time, but do hope that you feel able to offer me help, especially as the number of people in the country with such a background as yours is limited.

If you feel able to help, or even just interested, please drop me a line with a telephone number so that I can contact you. If you do not feel able to help, I would be grateful to know. I enclose a stamped addressed envelope.

Thank you for your time.

Yours sincerely,

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Brenda Pratt

Table 1 BEE Focused Grid Elicitation

No	Constructs	A	B	C	D	E	F	G	H	I	J	K	L
1	Children's input crucial - they must evaluate.	DK	5	4	4	2	5	4	4	3	3	2	F
2	Critical selection is based on task analysis.	JK	1	4	2	N/A	5	3	2	2	1	1	E
3	Essence of what I would want to be teaching from.	DA	1	1	1	1	5	2	5	5	1	1	I
4	Technology.	HF	3	2	2	5	5	1	1	5	2	2	E
5	Consciously considered.	JI	5	5	3	3	1	1	5	1	1	1	B
6	Individual needs, patterns of behaviour are being discovered.	FG	3	2	2	1	5	3	1	5	3	3	E
7	To do with household's efficient functioning.	BK	5	1	4	2	1	1	2	1	1	1	A
8	Good sound understanding and at the same time being able to adapt knowledge in a realistic fashion.	HC	5	2	1	3	1	1	5	1	4	2	G

F Absences of experience therefore input of a specific nature is essential.

E Teaching, e.g. hygiene, through the experience J.& K is inappropriate.

I As taught now it is examination led.

E Cause and effect action on the part of an individual.

B Not consciously considered.

E Dealing more specifically with the product and handling of same.

A Related to efficiency of household but not so specific.

G Less immediate than H.& C. Carrying out of tasks on behalf of the individual's needs and interests.

Table 2 JMLL

Focus-ed Grid Elicitation

No.	Constructs	A	B	C	D	E	F	G	H	I	J	K	L		
1	Both topics of equal importance relating to each other.	DI	2	2	2	1	3	4	4	4	1	2	2	J	Not of such importance as D.& I. but part of those two topics.
2	Topics can be brought together in the classroom situation - relating to what goes on in the 'outside' world.	CG	4	2	1	3	5	4	1	4	2	2	2	E	Can be taught in the classroom without outside inputs.
3	Both topics forming the central base from which Home Economics can be developed.	HI	5	2	2	5	3	4	4	1	1	2	3	A	Topic not specifically related to H.& I. but of more general nature.
4	General topics which could cover many aspects of home economics.	DB	2	1	2	1	3	3	4	4	3	2	5	K	A specific topic which could or couldn't be related to other branches of home economics.
5	Link household - large subjective element although factual element to e.g. statistics.	BA	1	1	3	1	5	4	1	5	5	2	2	I	Less subjective - more concrete and factual. Less room (although some) for opinion.
6	Safety - food contamination aspects.	EF	2	4	5	5	1	1	5	2	2	4	4	C	Effects differ due to individuality.
7	Monitoring change can only be done if you evaluate each individual's needs in the group.	AD	1	1	2	1	5	2	3	3	5	4	4	G	Some market research used, e.g. attitudes to food.
8	Valid choice through cost and time comparisons as technical influences:- recipe, process, time and motion = cost and time.	FJ	2	3	4	2	5	2	4	1	3	1	1	E	More factual - easier to learn, more teaching aids/resources.

Table 3/ AMY

Focus-ed Grid Elicitation

No	Constructs	A	B	C	D	E	F	G	H	I	J	K	L		
1	When dealing with food it is necessary to observe certain standards, e.g. hygiene.	EI	2	4	4	3	1	2	5	1	1	3	5	K	It is necessary to look for certain points - not necessarily rules-standards when choosing equipment.
2	Planning of the building in relation to the most effective way of working e.g. kitchen.	BS	4	1	2	3	3	5	4	3	3	1	2	F	Something outside the home which does not really relate to average persons home - something on a much bigger scale.
3	Having equipped a home it is essential to know how to look after furnishings etc.	KH	5	4	3	5	3	4	5	1	5	3	1	C	Income has to control how the household functions.
4	Food technology - is dealing with an actual product or commodity - something concrete.	FE	4	5	4	5	1	1	2	1	1	3	2	D	Individuals' needs differ, people differ - have different characteristics.
5	Effect of income will determine what we buy and how we equip the home.	CH	3	4	1	3	3	5	5	1	3	5	1	G	Market research is something outside the home which does not relate to them.
6	Something which concerns the group directly and is necessary for them to function properly.	DK	4	1	1	1	2	5	5	2	2	2	1	F	Something which does not involve them directly, they can survive as a group without much knowledge of food technology. Food is always available.
7	Continuing emphasis throughout 3rd-5th year with some specificity. More depth in these areas.	DG	2	1	2	1	4	3	1	5	5	2	4	H	Mark specific, dealt with in certain areas of work rather than continuously and in more depth - especially e.g. Needlework.
8	These two areas are covered more thoroughly in school.	KB	4	1	3	3	2	4	4	2	2	4	2	F	Really very little emphasis on this

Table 4 JAN

## Focus-ed Grid Elicitation

No	Constructs	A B C D E F G H I J K L												
		A	B	C	D	E	F	G	H	I	J	K	L	
1	Most important two for living - machines hardly make for happiness.	4	2	2	1	1	5	5	4	1	3	5	K	Machinery less important.
2	Monetary value important to both and have great bearing on the household.	4	2	2	1	2	4	4	3	1	5	1	J	Not immediately obvious as a financial consideration although this comes into it.
3	Speed and time now becoming important in modern living .∴ microwave etc.	3	5	1	3	1	1	5	5	1	1	1	A	Has little effect on either except for size considerations.
4	Both concerned with needs of the individual.	4	4	3	1	3	2	3	5	2	2	2	H	Factual and tangible.
5	Children have little control over change in their household.	1	N/A	1	2	4	4	2	4	5	2	2	I	Some control over food but non-interested adults have too much.
6	No confidence to teach - haven't got the background.	4	2	2	3	2	3	5	5	1	3	2	E	More easily related to practical work.
7	Hygiene practices are a form of monitoring - especially with children.	2	2	1	4	2	5	5	5	1	1	3	F	I don't see that one can monitor - the foods are there, on the shelves.
8	Housing can affect how individuals interact - can be a pressure.	3	1	1	1	4	5	5	5	5	5	3	G	This is not really associated with home economics.