

## IFHE World Congress 1908

### Resolution

#### **The Training of Home Economics Teachers. Necessity of Involving the greatest Number of Girls in Home Economics Education**

The Resolutions of the First Congress were published in French and German (32 resolutions); a summary statement regarding these Resolutions is presented below, translated from French by Stephanie KLÄDTKE (Belgium).

- A. Guidelines concerning the training of teachers in home management and the organisation of their courses.
  
- B. Resolutions concerning teaching principles, programmes and their applications: It is particularly important to the congress that “traditional” methods of teaching, which are applied out of habit, be replaced by scientific pedagogy and courses containing object-lessons. Home management should be adapted to the region where it is given. In regions where resources are limited, temporary, ambulant courses can be organised. Interest in home management should also be raised in other schools.
  - I. Sequence: Subjects representing the basic home management. No matter where resources for the school are taken from, the interest of the pupils and methodical teaching, especially in cooking, should always be of paramount importance. Then, guidelines are given on how cooking, the manufacture of clothing, book-keeping and drawing (as complementary to the designing of clothes) should be taught.
  
  - II. Sequence: Sciences which should be adapted in home management. Isolated courses in physics, chemistry, etc., should not be given, but essential knowledge in sciences should be communicated within the household courses. Pupils should be allowed to experiment within object-lessons. About medical skills: Hygienics, physiology, and applied medical science should be taught together. In health science, priority should be put on positive, preventive measures (i.e., pupils should be taught to breathe and chew properly). Particular stress should be put on the terrible consequences of alcohol abuse.



III. Sequence: Subjects which are complementary to home management. Household schools, including urban ones, should stress the importance of vegetable gardening and floriculture. Pupils should also be prepared for the very important task of education children and be informed about the needs of children, at least until the age of six.

C. Concerning the overall importance and public utility of home management training: Household schools should contribute to the struggle against alcoholism, tuberculosis and infant mortality. A sense for art, good taste, and simple decoration should be awoken in the pupils. Awareness should be arisen as to their social responsibility, especially as to the influence they have as buyers and consumers. Another goal is to stop the depopulating of the countryside and the improvement of the agricultural situation.

In conclusion, home management training should only be given to girls with the necessary mental maturity. Home management training should be introduced in the programmes of schools training teachers ("normal schools"), girls' secondary and higher schools, and in schools training teachers for primary school. Home management training should be accessible to, and compulsory for, all girls.

Final resolution: An International Office of Home Management Training with headquarters in Switzerland shall be established. It shall be organised by the congress board.

[Note: Depending upon translations, several different versions of this Final Resolution have been published. In the 1955 History, the statement reads: An International Office of Home Economics is being created, its headquarters of which will be established in Switzerland. The committee for Congress will undertake its organisation.]

Strasbourg, Switzerland, 1908

(IFHE History Book "100 Years of the International Federation for Home Economics" 2008, pp. 386 - 387)