



IFHE World Congress 1958

Recommendations

Education in Home Economics Relative to the Social and Economic Conditions of Individual Countries

In place of formal resolutions, Congress, during the Fifth Plenary Session, approved the recommendation that the summaries of the Discussion Group Reports be submitted to the International Permanent Council for appropriate action, Selected comments/recommendations from these Reports follow.

The Social, Scientific, and Technical Information Required for Effective Home Economics Education

1. The Role of Research in Obtaining Fundamental Data:

Research is fundamental to the development of sound Home Economics programs in a country. Results of research from one country may provide useful information for Home Economists in another country, but the results cannot be applied in toto to the local situation.

In most countries, research has developed first and most extensively in the area of food and nutrition. There is a need for a broader concept of Home Economics and for research in other areas (housing, equipment, management, economics, child development, family relationships).

Inclusion of qualified Home Economics research workers as members of research teams when appropriate should be encouraged.

It is of utmost importance that administrators be convinced of the need of research if the [Home Economics] programs that are carried out are to be effective.

Home Economists must have adequate training in the basic sciences (physical, biological, and social).

2. The Application of Home Economics Knowledge:

Professional Leadership. There is in all countries an appreciable shortage of Home Economists with the necessary training to occupy positions of leadership. More should be done to bring home to all students the great opportunities that lie ahead and the importance of adequate training.



Recruitment for potential Home Economists should start early, and Home Economists should make the profession attractive to the public and to administrators.

Programs for Youth. In only a few countries is Home Economics taught to children ages 6 to 12 years of age. It was felt that Home Economics has an important contribution to make to this age group. **Out-of-School Youth and Adults.** Since 80 per cent of the world's population is rural and since illiteracy is a problem in many programs for these groups should be given high priority.

Information via Mass Media. Home Economists have a real responsibility for developing and living up to a high code of ethics in using mass media in education. It is necessary to be discriminating in the selection and use of mass media; to teach students to access such materials; and to make known to those who prepare and distribute them criticisms of the materials. Two specific suggestions for action by Congress: 1) that a glossary be compiled to clarify the meanings used in various countries of the term Home Economics and other significant terms, and 2) that some mechanism be set up for the exchange of information and Home Economics materials and research. The translation of research publications into other languages would facilitate the exchange of available information. Despite advances in preparation of Home Economics materials, there is still a need for suitable teaching material in many countries, and some central planning might be done for the development of such materials and exhibits arranged at the next International Congress.

The Contribution of Home Economics to the Social and Economic Life of the Family and to Social and Economic Progress through Expanding Careers.

Home Economists recognise that the many changes occurring in the social and economic life of the family and the community require constant examination and evaluation of Home Economics programs as well as evaluation of the profession of Home Economics.

The changing roles of women and men in families requires that education better prepare parents and youth for these changing roles. Girls can be better prepared for the dual role of homemaker and wage earner, and probably boys and men should receive some Home Economics training.



The teaching of Home Economics to boys and men is not accepted within the cultural patterns of some countries. There was a difference of opinion regarding the content of courses to be given boys and men, as well as a difference of opinion regarding the desirability of grouping the sexes for Home Economics teaching at some or all ages.

Changes in the patterns of family living and the increase in the number of aged in the population present a challenge that requires imagination, initiative, and maturity on the part of the profession of Home Economics.

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(IFHE History Book "100 Years of the International Federation for Home Economics" 2008, pp. 397 - 398)