SEARCHING FOR DIRECTIONS IN THE DEVELOPMENT OF HOME ECONOMICS PROGRAMS ABROAD

by Frances Zuill*

Searching for directions seems to be one of the chief responsibilities of a home economist who lives and works in a foreign field. Indeed, it becomes one of her main obligations as she undertakes new tasks in a strange land. Sometimes the search is for understanding of the people with whom she works, their way of life, their relationships with others, and their reactions to professional situations. At other times it is an endeavor to find the correct interpretation of events, happenings, situations, directions, and patterns of behavior. It may be an effort to seek or find knowledgeable contacts for guidance in handling specific problems. It may be an inquiry to locate necessary and useful resources for the solution of problems. On some occasions it is a matter of exploring the best ways to determine desirable changes, or even to introduce change. On other occasions it is an attempt to discover a priority of needs, or relevant studies. Sometimes it is an attempt to point out unique ways in which home economics might contribute to the economic life of the community or nation, or to shape social situations in the lives of family members. Whether the problems are as complicated as the part to be played in a government third five-year plan, or as simple as the protocol that has to be observed among officials, solutions have to be found that are in harmony with the environmental setting. A foreign assignment seems to be characterized by constant investigation of some problem or other, and by continuous probing to find directions, to determine the focus that might prove most significant and meaningful to the country.

Expansion of Home Economics in International Education

As international education takes on new importance and new proportions in an ever increasing number of American educational institutions there is no doubt that the participation of home economists in international programs will increase in number and variety, and in parts of the world where they have not been previously. It is heartening, therefore, to know how many home economics units have already built an international dimension into their programs and thereby enriched the total program.

Some are concentrating their efforts on adequate programs and counselling for foreign students on the home campus; some are at the same time serving as back-stopping institutions for foreign projects, or are cooperating in overall contractual programs; others are providing well organized trainee programs; still others are loaning professional staff members to university projects or to government agencies. When all university and government-sponsored projects are added together the total effort is sizable and commendable.

*Miss Zuill is emeritus dean and professor, School of Home Economics, University of Wisconsin, and former chief adviser, Oklahoma-Pakistan Home Economics Program.
As a matter of fact the organization of programs in developing countries is dependent upon the training of their nationals both at home and abroad. If all of these students would return to their home countries well prepared and would accept professional positions, they would provide an effective source of leadership. Unfortunately all of them do not return home, nor do all of them work. Moreover, some who work do so for relatively short periods of time.

If all of the foreign institutions that have access to the "know-how" and services of consultants used them effectively, progress in home economics could be made more rapidly. Culture patterns seem to demand time to overcome what is frequently called "reasonable doubts." Since home economics is involved in international education in two equally important ways, i.e. at home and abroad, it seems imperative that both be carefully scrutinized to discover the pitfalls in each.

Over the last 10 to 15 years quite a wealth of experience and information related to foreign service has been accumulated by the large number of American home economists who have worked overseas. In most instances the home institutions value the knowledge that their employees gather while on assignment. However, college reports and materials are not readily available outside of the colleges, and so far as I know materials from the Far and Middle East, the Orient, and Africa have never been put together in any coordinated or summarized form for the benefit of those who are establishing new programs, for new personnel who may take positions in the foreign field, or for campus libraries. There are many government publications that are extremely useful. One such coordinated publication emanating from the university group would no doubt have a character of its own, and would be very helpful in giving an over-all picture of home economics work in international education.

I have wondered what I have to add to this accumulation of knowledge and experience, for there are many similarities in developing countries and the problems they present. Of course each of us approaches such an assignment differently, because we bring to a situation such varied backgrounds and personality traits. My experience has been limited to four and one-half months in India and three years in Pakistan. My point of departure will necessarily have to be from my own personal work in the foreign field.

It was my great privilege to see programs in other countries on that side of the world, such as the Philippines, Thailand, Japan, Hong Kong, Lebanon, Turkey, and Nepal, and to visit with American home economists in Afghanistan and Egypt. However, while in those countries I could acquire on short visits only descriptive accounts of their programs. From them I gained impressions and opinions, but I was never certain that my interpretations of what was said were entirely accurate, or that my information was complete and current. I mention current because the programs on the continent changed a great deal between my first and last visits to them.
Of one thing I feel certain, and that is that no method of learning foreign situations can substitute for the first hand experience of living, working, and socializing, day by day, in Pakistan or in any other country for that matter. Yet after three years of continuous residence in Pakistan and four and one-half months in India, it is difficult to separate what are known to be facts, and what may be based on experiences, impressions, and opinions, or possibly on ideas expressed by other people. Perhaps, I should not admit to be such a "slow learner." But it is difficult to comprehend the value systems one encounters in different cultures and to understand the ramifications, meanings, and shades thereof as well as the implications of these value systems. There are so many intangibles, abstractions, and subtleties to cogitate in these Far Eastern countries.

Have you ever seen pictures of the water buffalo in Pakistan, resting and keeping cool in pools of water, or in ponds, in lakes or on the beaches during the many months of torrid weather there? All that can be seen is the head and the hump of the water buffalo's back. Much is submerged in comparison to what is exposed! Similarly, there is much below the surface in foreign countries that is never readily revealed to foreigners, much which, if one could fathom, might provide a greater depth of understanding of the national character.

Since I have been home I have had time to reflect about what constitutes adequate preparation for a foreign assignment in home economics if one is to give effective service. It is puzzling indeed, because one is expected to know so much about so many different fields and it is impossible to measure up to the expectations. Depending upon the situation at hand it would be nice to be well informed in such fields as history, sociology, anthropology, behavioral sciences or agriculture, for any one of these disciplines would be helpful in finding directions at times. To say that a thorough acquaintance with the environment where the project is located is an absolute necessity is axiomatic. It must be gained by many and varied means, and to a great extent through one's own efforts, interest, and curiosity. This is not to imply that acquaintance is synonymous with understanding all of the factors that influence the life of the people for it is not.

Understanding a Country and Its Needs

In my college days relatively little emphasis was placed on the history and culture of the sub-continent, or at least it seemed so to me when the Asian countries began to figure more prominently in world affairs. Only after I had been invited to go to India and later to Pakistan did I concentrate on learning everything that was possible about the historical, social, economic, political, educational, and religious life of this particular area of the world.

It seems possible, through comprehensive reading, to gain a general, cultural and historical orientation to a foreign territory. However, many aspects of the situation in this part of Asia do not become meaningful until one
has arrived and come face to face with the realities of life there at the present time. The retrogression of an old civilization resulting from hordes of invaders, bitter fighting within, plagues, epidemics, and tidal waves over some 4,000 years of history is there for one to see. The march of history then takes on significance. It is only through personal contacts with a culture, which is so very different from our own, that sensitivity to the people and to the problems that color their lives is likely to be acquired.

The acceptance of this kind of an assignment seemed to me to carry with it a great feeling of responsibility for accomplishing the goals or purposes that had been set forth for the project. This, in turn, developed a sense of urgency about knowing more facts about the immediate environment, especially those that were significant in the economic life of the nation, the social problems of the community, the relationships in the family, and the educational system and its effects on illiteracy. On one occasion early in my sojourn I was discussing with Dr. Harry Case, then representative of the Ford Foundation, the importance of advisers having more facts about the needs, interests, and aptitudes of Pakistani girls and the goals of families. Dr. Case offered this advice: "Let me give you some practical suggestions. Take time to learn this country. This is the most important thing you can do at the beginning of your term. You bring to this assignment competency in the American home economics field. Now you will have to learn how to use it in a place like Pakistan."

Of course it was not meant that all of the problems of the nation could be absorbed at once. It was intended to remind an incoming adviser of some of the national situations which deeply affect the attitudes and judgments of the people, such as the animosities that persist as a result of the triangular struggle between the British Imperial Administration, the Hindu Congress, and the Muslim League, which ultimately resulted in freedom from British domination and the partition of India into two sovereign states in 1947. It was also intended that there should be a thoughtful consideration of the differences in East and West Pakistan, in land area and population, in political leanings, in economic structure, in language and customs.

Dr. Case's advice was intended to emphasize that some things had to be learned quickly, such as the organization of government from top to bottom, the educational system and its relationship to government at all levels, the hierarchy of officials, institutions and organizations that might serve as resources for the project including the research agencies, and the role of women in an Islamic nation. Learning the country involved its economy, industry, exports and imports, land reforms, health reforms, and plans for rehabilitation centers to supplant refugee camps. It involved acquaintance with people in all walks of life. The truth is that I had just about caught up with these national problems when my term ended. I arrived when the country was under martial law and left when the new constitution had been in operation its second year. The changes came so rapidly during the change-over that it was difficult to keep in step with them.
Learning about the life in one community is much easier because some kind of exploration can be made each day. In Pakistan it seemed imperative to learn as quickly as possible how people lived at different economic levels, what kind of housing was available to them, what kind of furnishings and equipment they used, what source of water supply and waste disposal was available to them, how they secured the necessities of life and how they managed them, what conditions prevailed in regard to care and safety of children, the size of families, and the occupation of the earners. The position of women in Muslim families was important also.

There is great need in Pakistan for reliable information about families. There is a dearth of studies on housing, food, nutritional status, clothing, vocations, education, and family patterns. The Central Statistical Bureau provides excellent charts dealing with the number in schools at every level, but there are few reliable statistics about the children who never go to school. The Population Census, 1961, provides much excellent material but that is not an accurate index for planning the housing, feeding, and educating of the fast-growing population. It is estimated that the population in 1960 was 87 million, but that it had risen to approximately 110 million in 1965.

The Planning Commission has made a large number of research studies in preparation for the Third Five-Year Plan. It was encouraging to note one such study on "Housing," one on "Education of Women" and a third one on "Gainful Employment of Women." I believe that this was the first time that studies concerning women were made as a basis for planning for them for the ensuing five-year period. Most of the studies in the past have related to the economic structure in the country and plans for the development of the economy.

Because there has been such a dearth of available research and statistical materials dealing with the problems of the family, more has had to be learned by inquiry and observation. For example, four members of the home economics team were quick to accept an invitation to accompany the nutrition survey team composed of East Pakistani medical and research personnel and workers from the National Institutes of Health on a visit to rural villages in East Pakistan, where the survey was being made. Such an observational visit not only provided an opportunity to see the organization and research design of such a survey but also to see the village families and homes involved in the study. That particular nutritional status study has now been completed and another is in progress in West Pakistan.

To learn what living was like in mud huts there were visits to them whenever invitations were extended by employees at the Ford Foundation office or by servants in our homes. There were numerous trips to refugee camps, rehabilitation centers, literacy classes, mud-hut schools (Muhulla), tree schools, government schools (both primitive and modern), outpatient clinics in hospitals, inoculation centers, leper colonies, maternity and child health clinics, and primitive pottery centers. There were innumerable opportunities to participate in family festivals, to attend wedding ceremonies,
to celebrate children's birthdays, and to observe holiday and religious programs. In fact there was a constant stream of events such as school demonstrations, bazaars, handicraft and art exhibitions, and drama, music and dance affairs. By this means it was possible to become well acquainted with the way of life in an urban community, which is in sharp contrast to the quick, occasional visits from which impressions are frequently derived. Only time and energy set limits on such observations.

It sometimes seemed that the more that was learned about the country and the conditions that surrounded a high percentage of the people the more unanswered questions there were. I think that I can say without contradiction that the families in the lower income levels are inadequately housed, fed, clothed, and cared for. But what is being done about it? What can be done by the government for these millions with the limited financial resources that are available to meet all the needs of the country?

The needs and wants of Muslims are bound up with the traditions and customs of Islam, for Muslims place great faith in the Quran (Koran). Needs and wants in the uneducated groups -- i.e., the lower classes and lower middle classes are often influenced by superstitions, fears, and prejudices. I often wondered about their attitudes toward others whom they seemed to distrust. Class distinctions seem to be accepted as a way of life, and seldom do servants, drivers, peons, watchmen, or gardeners show any resentment regarding their lot. Sometimes they complained that their pay did not cover their necessities.

Pakistan a Land of Contrasts

To me Pakistan presents two very dissimilar faces, which show the great contrasts in the life there. It is almost impossible to reconcile the two faces. One is the modern face which represents the life of the few, probably 10 to 15 per cent, such as the owners of the textile mills and other rich industrialists, the executives of foreign-owned businesses, the airline executives, high ranking government and military officials, foreign-educated professional men and women, land holders, bankers, and families who inherited wealth. To this group perhaps one should add the upper middle class, composed of the white collar workers employed by the elite of the nation. This face is also represented by new suburban developments, by fine clubs for the socially prominent, by distinctive commercial buildings like the new National Bank or the new Intercontinental Hotel, by handsome industrial structures, expensive residences, and beautiful mosques.

The other face represents the masses, the millions, the high percentage of the population, perhaps 80 to 85 per cent, the illiterate and those weighed down by poverty. This face includes the great clusters of hovels, shanties, and mud huts that house the poor, both within the cities and dotting the landscape of Pakistan from border to border. It includes the refugee camps, the rehabilitation centers, and the leper colonies. The unbelievably poor conditions, the unsanitary situations, the exceedingly poor health standards, the squalor caused by the great number of animals that are kept near the huts, present a
very sobering picture indeed, and one that is very distressing to an American adviser. Combine all this with the fleets of donkey carts, camel and bullock carts, horse drawn tongas and lorries, motor and even bicycle rickshas in East Pakistan, and you have a mental picture of the very hard life of the vast majority of people. In the last two or three years there have been loud protests from the refugee camps and from other intolerable living areas.

There is a relatively small middle class made up of owners of small shops or businesses, chiefly in the markets or bazaars, "white collar" workers, teachers, artisans, craftsmen, clerks, government and military personnel in the lower echelons, and others who have modest incomes or even fairly low incomes, but steady incomes. In general their homes are plain but substantial. They lack the amenities of the upper strata, but they also lack the very bad elements of the poor.

Go back with me for a moment to the upper class. This is the group that has the means to send their children to schools and colleges. It is the group that know the significance of education in the life of the nation. It is the group that participates in the educational, cultural, economic, social, and political activities of the nation.

Those in the lower group have no means for sending their children to schools. They know very little about the process of education, for only a few among them have ever had the opportunity to darken the door of a school. Hopefully, the middle class with some government help through scholarships should aspire to schooling for their children.

Briefly stated, this is the background against which plans for the development of various types of education have to be made. In a setting such as this what does society expect of its schools? And for girls in particular? A new era for women is slowly emerging in Pakistan and consequently consideration is being given to their education. An attempt is being made to evolve programs suited to their needs at this stage in their history. The representatives of education in the ministries and secretariats of government believe that home economics has within its framework the facets of education that are important for girls and women in countries where life at this time is largely confined to the home and family. In Pakistan a high percentage of women are in purdah (hidden from the sight of men or strangers).

Improvements in the Educational System

Let us consider a few facts about the educational system and how home economics fits into the scheme. First of all, the National Commission on Education appointed by President Ayub Khan reported its two-year study in an excellent and comprehensive document at the end of 1960, and it became available for general use early in 1961. In it the guidelines for an educational program, adapted to Pakistan, were set forth. It is very encouraging to note the new attitude toward the role of women in education. Not only did the commission recognize the need for education for girls and women at
all levels but it strongly urged the government to implement the recommendations immediately. High priority was given to home economics, for it was recommended that home economics be introduced in all girls' schools from the sixth class through higher secondary classes. It further recommended that departments be opened in women's colleges and universities. In order to implement the programs which the commission feels is desirable for the improvement and uplifting of standards of living in the country, it recommended that additional home economics colleges be established to train the staff personnel that will be required. The recommendation that seemed most important to me concerned undertaking teacher training. This has been a mute question because of the traditional teacher training colleges, which have in the past protected their vested interests.

Actually none of the recommendations are new ideas for the home economics people, for all of them have been suggested innumerable times by the home economics colleges, as the records show. The important aspect of the situation and the element that is new is the willingness of these government commissions to highlight the expansion of home economics as has been done in their late published reports.

In a developing country like Pakistan, where competition for funds is very great, recommendations move forward at a snail's pace. Since the prevalent attitude of the public toward women's education is improving and the attitude towards women's role in society is slowly changing, greater importance may be attached to moving the recommendations forward than was true in the period 1961-64.

For many years a great disparity between provisions for schools for girls and boys has existed. In 1963 the ratio at the primary level was 1:4, at the middle school level 1:6 and at the secondary school level 1:4. As late as 1963 only 19 per cent of the children in elementary schools were girls; thus, in proportion to the population, the total number of girls who are eligible for higher education is small. Up to the present time there has been no compulsory education and no free education as we know it. One of the educational targets for the Third Five-Year Plan is compulsory education through the fifth class by 1975, and through the eighth class by 1985. Because this may prove to be an unrealistic goal, the government has suggested a leeway of 10 years.

If the population continues to grow at its present rate and continues to exceed the new provisions for schools, the government may not be able economically both to close the gaps and to proceed with its plans to improve the early education of the millions, no matter how important education may be for a developing country. All leaders agree that education is one of the chief instruments for the improvement of living conditions and the economic life of the nation, but the expansion of education is tied to the development of the country's economic resources and the sound development of its economic system.
To date few girls, percentage-wise, have been eligible for secondary schools and colleges; thus only few graduates emerge annually from the upper levels of education. Yet it is from this small group that women leaders for all types of new programs must be drawn.

The general conditions of the country have a bearing on the colleges, regardless of the nature and purposes of the colleges. Considering all of the competing interests and needs, home economics colleges have fared very well from the standpoint of financial support and from the standpoint of the respect they have been accorded by officials. Since home economics is a relatively new educational endeavor in Pakistan and not well known or understood by the public, it is a great credit to those associated with the program that it has reached its present status.

The Establishment of Home Economics Colleges

Inasmuch as I have commented chiefly on the kinds of orientation to conditions of the country and the kinds of understandings that are essential for those who work there, I should now like to comment on the home economics colleges in particular. Orientation to them proved very helpful in finding our initial directions. The team of which I was a part arrived in the late summer and early fall of 1961 to carry forward the home economics college project, which is under the auspices of Oklahoma State University, and sponsored by the Ford Foundation. I want to emphasize carry forward, because these colleges from the very beginning have had consultant services of American home economists. One of the colleges in West Pakistan started in 1955 and is on its way; the second is in progress but is not quite as far advanced, and the third, in East Pakistan, opened its doors in 1961, when our team arrived.

The team had the benefit of a short period of orientation at Oklahoma State University and the privilege of reading and studying documents prepared by the Oklahoma staff, and the reports of former advisers who had worked on the Pakistan program. These were very informative. Likewise, the project provided an over-lapping period with the previous chief adviser, which was not only exceedingly helpful but insured continuity in planning ahead for the colleges. In addition, one member of the team had had a previous two-year assignment on the same project at the time it was initiated. This, too, was fortunate and gave the newcomers a head-start. Each of these methods of orientation helped to provide some sense of security for the team's introduction to the colleges and their personnel, to the universities with which the colleges are affiliated, to the government officers to whom the colleges are immediately responsible, and to the Ford Foundation staff located in Pakistan. Since these colleges were the focus of our concern, the study of their history, organization, and operation began at once. Because these colleges, like all others, cannot be isolated from the communities in which they exist, it was fortunate that their problems could be studied simultaneously with those of the community and nation, for they are all interrelated.
While time does not permit a discussion of the specifics of the three college programs I do want to say that the over-arching objective was the development of sound plans for four-year programs, consisting of two years of higher secondary school and two years of college leading to a B.S. degree, with an additional two years leading to an M.S. degree. A conscious effort was made by means of carefully planned curricula and syllabi to insure that these three programs functioned as a whole. From the beginning, the importance of a professional course, especially for teaching, was stressed, as well as the promotion of research studies and community services. It was hoped that as early as conditions permitted that favorable action would be taken by appropriate government officials to extend the scope of the program, first to teaching and later to other professions as demands for special services such as hospital dietetics warranted such services.

In such young colleges there was great need for continuous study and improvement of the curricula, syllabi, methods of teaching and teaching materials, staff development, facilities, library, administration, outside services and contacts, and student activities. While the colleges do not have the necessary personnel or facilities for basic scientific research at this time, they are equipped to do a variety of smaller studies, such as applied research, or experimental work, social surveys, or educational studies. The staffs have had the stimulation and help of three different American research professors as well as the guidance of advisers in initiating simple studies.

An Evaluation of the Home Economics Colleges by Government Committees

In 1965 Pakistan began its Third Five-Year Plan. Preparation for this plan began in 1962-63. The Central Ministry of Education requested that an evaluation of the progress of the three home economics colleges be made. Like all agencies of government, each college was required to present a developmental scheme for the next five years. It was felt that such a study would help the colleges as well as the government to assess the present situation and to plan for the future. An outline was prepared by representatives of the colleges, which was used by all of them in preparing concise, descriptive statements, and in collecting necessary data for the evaluation committees which were appointed by the government. To help guide the principals and staffs, supplementary outlines on each aspect of the college situation were prepared. To be brief, the final documents summarized the materials gathered in each college and included sections regarding the college history and objectives, its resources (land, buildings, equipment, furnishings and library), number of trained and partially trained staff in the various areas, non-academic employees, an analysis of the student body, programs offered, number of graduates and number employed, short courses offered, community services not a part of the regular program, budgets, and additional items pertinent to one or another of the three colleges. The final section dealt with projections for future development especially for the Third Five-Year Plan, with recommendations as to priorities by years, and the funds needed for the present and for the projected programs.
These documents were presented to the evaluation committees and to other officials concerned. The government authorized two consultants to serve with the appointed committees; Deans Lela O'Toole and Lura Mae Odlund served in this capacity. The documents were reviewed with the principals, staff representatives, and advisers during the first three months of 1964. Out of the varying opinions and views it was expected that directions for the future would be identified.

This evaluation study required a searching review of the history of the colleges, the over-all programs year by year, the progress that had been made, the strengths and weaknesses in operation, and in truth a review of all facets of the college. The participation of the staff stimulated them to assist in the search for future directions.

Just a word about the students in these colleges. They come mainly from the upper strata of society like girls in all other colleges in Pakistan, for this is the segment of families that has both the necessary economic resources and an educational background. There are a few girls from the middle classes in all of the colleges, but more in East Pakistan than in the west sector. The colleges are strongly urged to accept applicants from the middle classes who are eligible.

The Need for Home Economics in Rural and Urban Villages

If home economics is ever to serve a wider segment of society than is presently the case (and we all sincerely hope it can), it must furnish teachers, many of them for the middle and secondary schools. Unless many more students can be admitted to the colleges from the middle classes, students who themselves come from villages and will return to them to work, it is difficult to imagine how home economics can serve a wider range of families. As indicated earlier, far too few girls in the villages are equipped educationally to be admitted to upper secondary schools or to colleges. The lack of preliminary education is a serious problem in itself, but it is further complicated by observance of purdah, by marriages arranged at very early ages, and by negative parental attitudes toward education for girls that has to be obtained away from the home community. Even if the economic situation could be solved by government scholarships, the other factors outweigh the costs. It appears that some new plan will have to be devised that can bring education in home economics closer to village girls and women.

Short courses of different lengths have been arranged at the home economics colleges for teachers from the villages, which were financed entirely by the government, or entirely by the Ford Foundation with the understanding that they would return to teach in the school from which they came. Other short courses have been offered to girls with secondary education in the hope that they would teach in the village schools. If sufficient personnel were available with some degree of training classes might be organized in the villages themselves.
Even if government scholarships were provided and the other hurdles set aside, there is a lack of incentive on the part of girls and their parents to work outside of the home. This is hard to overcome because of cultural customs. At the present time in Pakistan the majority of parents in the upper and middle classes do not approve the employment of their daughters before marriage. Parents are fearful that if their daughters follow a vocation that it will make it difficult for them to find a suitable husband who is of equal status. This is not always true in the lower middle classes, but in these groups school preparation is lacking. Occasionally there are exceptions to such parental objections, but any generalization about change in respect to parental attitudes is unwarranted at this time.

The sense of urgency was often heightened by "advice to advisers." Both Pakistani and American educators and officials, and some well meaning citizens, often inquired with critical overtones what home economics was doing for the urban and rural villages, who really needed what home economics had to offer. If there were village girls with sufficient schooling and whose parents would permit them to live in a college hostel it is highly probable that scholarships could be secured for them from the government, foundations, or interested citizens. The Muslim customs are against such proposals. On the other hand, city girls who have either secondary school and/or college preparation are not permitted by their parents to go to the villages to teach. There are no suitable places for such young women to live in primitive villages, unless by chance they could live with relatives. In this society parents throw a cloak of protection around their daughters, and women in purdah have little or no association with men outside of their families and relatives. One medical missionary project and one Swedish family planning project utilized mobile units to overcome these difficulties. Practical proposals or directions were never forthcoming from the critics.

India has a very successful rural development program, but a similar program was terminated in Pakistan by the government some five years ago. A program of this type appears to be the most practical way to bring home economics to the village people. Pakistan has two rural development academies, on in each sector. In the east province a rather limited women's program has been initiated by the academy. In order to secure the permission of the men for their wives to participate in the program it is necessary to work through the cooperative societies. The finding of feasible methods for working with village women was explored with officials many times but no satisfactory answers were found by the summer of 1964.

Training Foreign Students in the U. S.

Let us turn to the training of foreign students in United States. If American institutions are to continue to accept large numbers of students from developing countries for training for leadership positions I keep wondering if somewhere an imaginative program cannot be dreamed up that might be more appropriate for the situations to which students return. In general, foreign students are
expected to meet the same requirements as other students and to follow the same course materials and procedures. Seldom are departures from the normal pattern permitted. Is it not possible to exact the same degree of scholarship using materials that are more suitable for use in foreign institutions? There is often little patience with deficiencies in written and spoken English. Turn over the coin. When Americans attempt to learn a foreign language in a few months do you think they use the new language fluently or accurately, or even use it at all? Have you not heard faculty members complain about the extra time that is required in counselling foreign students?

I do not feel that home economics can be an effective force in international education until there is more attention given to a two-way process. Our programs in home economics are rooted in American family life. It is not our purpose to westernize our foreign students. I have heard it said many times that the responsibility for adapting American ideas, knowledge, concepts, and skills rests with the foreign student. Does it necessarily down-grade our courses if attention is given to adaptations to a different culture? Perhaps some knowledge of other cultures would add depth and breadth to courses for American students and encourage world understanding.

There is considerable evidence that students from developing countries raise their sights and change their standards of living. They like our way of life and the material things that go with it, but our standards of living are not attainable for the vast majority in the developing countries at present. Their economy cannot provide the kind of living which the students experience while they are here. Is it too much to hope that some American institution will experiment with a distinctive program for foreign students that is as demanding intellectually as any traditional program, but more useful for leaders in the institutions of developing countries.

In Pakistan women are not involved in the economic life of the nation to any extent except as homemakers. A few women are represented in the professions, with the largest number being in medicine. The changing attitude toward women's education is an indication that the government has begun to recognize the advantage of gainful employment for women. Occupations for home economics students, other than teaching, had not opened up to any extent by 1964. Perhaps it might be worthwhile to send a so-called "promoter adviser" to investigate with native personnel the possibilities for positions in new areas. Hospitals desperately need to improve food services. There are numerous government agencies supporting nutrition programs and industrial feeding programs which should use trained nutritionists, and there are social agencies which need the services of trained dietitians. There is great interest in nutrition in general, but the need for trained dietitians in key positions has not been recognized. If the cooperation of the large number of women physicians in hospitals, public health, and in private practice could be secured, the field of dietetics might be developed. The large number of child care centers and nursery schools are in sad need of personnel with some training in child development. There is need for laboratory technicians in the textile and food industries. In a country where women are emerging from purdah very slowly, the employment of women will come gradually, but it will come if promoted judiciously.
Improving the Position of Women in Pakistan

From my point of view the All Pakistan Women's Association, called APWA, provides one of the bright hopes for raising the status of women. This lively, vigorous, national organization has developed over the last 12 to 15 years. Its chief objective is to better the position of Pakistan's women. It is composed of aggressive, social minded leaders many of whom were educated in England and the United States. The organization has been successful in obtaining grants from both national and foreign sources to establish schools, colleges and industrial centers for women. It was in fact responsible for the first Ford Foundation grant for the establishment of the Karachi College of Home Economics. The main purpose of the industrial centers is to provide training in handicrafts for middle and lower income groups to enable women to earn by producing articles at home. APWA also set up sales shops in the principal cities as outlets for the sale of these home handicrafts. The organization has been eminently successful in these undertakings.

In the past five years the organization has added a new dimension to its program by taking leadership in social legislation. It is this dimension I want to emphasize at this time. Through an exceedingly strenuous campaign in 1961 the organization undertook to secure better legal protection of women through new legislation. The members were rewarded by the enactment of a new set of family laws dealing with polygamy, marriage, divorce, custody of children, inheritance, and court procedures. In less than one year proposals were made in the new provincial assemblies to repeal the laws, which were considered of such great benefit to women. The members of APWA put on such an amazing storm of protest in such large numbers and with such an amazing storm of protest in such large numbers and with such forceful arguments that the laws were not repealed. Remember all this was flying in the face of Muslim customs and traditions for women.

Because of the leadership of this organization the new constitution provides six seats for women in each provincial assembly. While this is only a token recognition of women in government it is nevertheless a beginning, and women have their feet in the door. These and other activities indicate that educated women are beginning to assert themselves on matters that concern them and their families through social welfare projects and through government and legislation. The increasing participation of women in public affairs indicates that the role of women is changing.

How I wished at times that the women in education, especially in home economics, had that kind of fearless leadership. Women in education are under government jurisdiction and the hierarchy of educational officials does not encourage such aggressive action by the personnel of women's institutions.

As home economics moves forward in international education I trust its quality and effectiveness will match its growth.
Some Materials that May be Used in Searching For Directions in Pakistan

Books


Binder, Religion and Politics in Pakistan, University of California Press, 1961


Tinker, Hugh, India and Pakistan; A Political Analysis, Praeger, 1962.

Ward, Barbara, Women in New Asia: The Changing Roles of Men and Women in South and South East Asia, UNESCO


**Magazines**


**Other Sources:**

Central Bureau of Education and West Pakistan and East Pakistan Bureaus, Lahore, Rawalpindi, Dacca and Karachi Boards of Intermediate and Secondary Education in each province.

Education Extension Centers, Lahore and Dacca Academies for Rural Development, Comilla and Peshawar

Four Regional Research Laboratories - Karachi, Lahore, Dacca and Peshawar

Pakistan Planning Commission Economic research and studies, Karachi

Social Science Research Center, Punyah University, Lahore

All Pakistan Women's Association, Karachi

American agencies such as UNESCO, U.N., UNICEF, CARE, AID, FAO

Asia Foundation

Central Statistical Bureau