The following opinions concerning home economics in the pre-industrialized countries have been expressed or implied in the discussion of the previous sessions. Because they apply as well in Latin America as in Africa and Asia, I would like to record my agreement with them.

1. Including home economics in the curricula of primary and secondary schools in post-secondary and out-of-school education will help prepare girls and women to assume their share of responsibility in economic development - especially in improving levels of living. In pre-industrialized societies the family is a producer as well as a consumer of goods, and in this dual role it contributes in an important way to economic welfare. Through education in home economics the family becomes a more efficient link in the economic chain.

2. To prepare home economists, a university curriculum should have a broad base in the natural and social sciences. It should be liberal enough to make the student aware of the durable human values which have emerged in the course of civilization. It should be based on realities ascertained by a systematic study of the patterns of living in various sectors of society. It should provide opportunities to test and apply knowledge in real situations and under supervision.

3. The developing countries can neither train nor employ enough professional home economists to reach all the people; thus they must provide sub-professional or auxiliary workers. The training should be planned so that auxiliaries with unusual ability may continue their studies to become professional home economists.

**Unique Features of Home Economics Development in Latin America**

The development of home economics in the Latin American countries has some unique features. Technical assistance has been available for more than 20 years, and it has been offered principally by three agencies with different administrative jurisdictions, i.e. bilateral, regional and international agencies.

The political situation in the New World is unusual in that the sovereign republics have formed the Organization of American States, which not only is a political agency but an educational and research agency as well. The OAS programs in agriculture and extension are functions of the Inter-American Institute of Agricultural Sciences with headquarters in Costa Rica and subdivisions in the Northern, Andean, and Southern zones. Each zone has included home economics services as part of its program.

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The bilateral arrangements for technical assistance between the United States and individual countries of Latin America have included the services of home economists, both for extension and for home economics education at the secondary and university levels.

More recently the Food and Agriculture Organization of the United Nations has assigned a home economist to its Regional Office for Latin America located in Chile.

All of these agencies are working in the same countries, and their home economists try to avoid duplication by coordinating their work and by making consistent and mutually supportive recommendations when advising government agencies.

I worked in Latin America in 1944-47 and I can note some changes in the areas of nutrition and home economics which have occurred in the intervening 20 years. Following the establishment of the National Institute of Nutrition in Buenos Aires in 1938, many countries established institutes or schools for the preparation of dietitians and nutritionists. These training courses are usually supported by a ministry of health or a medical school, but only a few are integrated with a university. The establishment of extension services in home economics for rural women has awakened an interest in and an appreciation for the subject that was unknown 20 years ago. However, until recently there has been little progress in upgrading home economics as an academic discipline at any educational level.

As an example of the quality of professional training in home economics we can cite the backgrounds of the participants in the two Latin American seminars which were sponsored in 1964 by FAO, UNICEF, and the governments of Chile and Mexico. The delegates were to be selected by their governments according to the following criteria: the candidate should be presently employed as a home economist; she should have had formal academic training in the field, and if possible she should have administrative responsibility for the program in which she was employed.

Twenty-two countries were invited to send delegates and all but two complied. Each delegate met the first criterion and each had some administrative responsibility for the program in which she was employed. The twenty delegates presented the following academic qualifications:

6 had university degrees in home economics
4 held university degrees in another field and had completed at least one year of undergraduate study in home economics
7 had attended short courses in home economics
1 was studying for a degree
1 had a degree in another field only
1 had no academic preparation beyond secondary school

One can only say that unremitting effort and dedication to work rather than professional preparation and competence can account for the viability of home economics in Latin America.
Reasons for Failure to Develop Home Economics in Universities

Home economics has not been developed as an academic discipline in Latin American universities for the following reasons:

1. The pre-industrialized countries still have an abundant supply of women from the working classes who are available for domestic service at minimum wages. As a consequence there is no widespread interest on the part of the upper and middle class housewives in home economics.

2. As in their motherlands, Latin Americans hold in minor regard any occupation which stresses or uses manual skills. The prestige of professions for women could be listed in rank order as follows: law and medicine, teaching in secondary and normal schools, social work, nursing, "economía domestica."

3. The French and Spanish interpretation of "domestic science," as it was known in those countries 30 years ago, influences the content of instruction, especially in schools for girls under religious auspices. It can be exemplified by the emphasis placed on the preparation of dishes rather than on meal management, by the acquisition of skills in needlework rather than on learning a rational basis for the choice of clothing and the essentials of its construction, by teaching the mechanisms of infant care, first aid, and home nursing rather than the principles of growth and development as a basis for child care or the role of adequate nutrition and sanitation in the prevention of disease.

4. There is distrust of the Protestant, materialist, and affluent culture of the North with its emphasis on creature comforts, gadgets, and efficiency. It is erroneously assumed that all Americans regard divorce and birth control as proper means to the solution of family and social problems. Neither solution is acceptable in a Catholic culture. Since the home economist is educating for life in the home, the Latin American parent prefers to trust his daughters to teachers who share his own ethical and religious beliefs.

5. A curriculum which requires laboratories and materials along with more professorial time is regarded as too costly, especially in terms of its immediate returns to the economy. There is also an attitude toward the laboratory which underestimates its value as a means to effective teaching. Until recently the demonstration of a procedure has been considered sufficient in contrast to the opportunity for each student to learn by himself through supervised practice.

6. The use of part-time professors who may teach only one class precludes the organization and constant review by the faculty of a curriculum in which subject matter is developed progressively and is coordinated with relevant materials in other disciplines.

7. In many instances home economics and social work are in competition. The profession of social work has been well developed over a period of years with recruitment of very able people, especially from the upper classes. Every

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1 Some of these reasons were cited by Dr. David Heft in his paper presented at this conference. See pages 85-97 of this report.
Latin American country has from one to 10 schools, many with a university affiliation. The social workers are likely to consider themselves the appropriate persons to guide families, and they regard the home economist as an auxiliary worker who can teach homemaking skills. It is important to remember that social workers have great numerical superiority. As an example we can cite the case of Chile, where in 1961 there were 539 social workers and 89 home economists employed by government and private agencies. In several instances the professional organizations of social workers have protested publicly the professional status of home economists, even when the latter have as many years of academic preparation as themselves.

Home Economics Education Problems

The lack of home economists who are trained to direct programs and to engage in research is surprising in view both of the length of time that technical assistance programs have been operating in Latin America and of the conditions obtaining in other professional fields which are open to women. The student completes her first stage of preparation in social work and nursing in her own country, and then goes abroad for graduate training, especially if she is to teach in a professional school. Several Latin American schools of social work have developed graduate programs which are patronized by students from countries within the region. Graduate study for nurses is available in schools of public health. Nurses also come to the USA and enter the degree programs in nursing education and public health. The availability of schools of nursing and social work make it unlikely that one would be considered qualified to administer a program in either field just because she has a degree in agronomy or law and has had a few months of practice in a hospital or a social agency. In every country social workers, nurses, and teachers of academic subjects are required to present credentials which certify their professional preparation. In contrast, nearly anyone can be called a home economist.

The lack of educational requirements for home economists is no measure of the general acceptance of home economics. According to a UNESCO study of secondary education made in 1961, every country in Latin America teaches "economia domestica" in its secondary schools and every country has an extension service in home economics for rural women. Yet it is only within the last 10 years that there has been any effort to initiate curricula in home economics at the university level. Chile is an exception. The University of Chile has had a course for about 30 years. Thus the teachers of home economics in the experimental high schools, the home demonstration agents in the Ministry of Agriculture, and the nutritionists in the Ministry of Health have university preparation, a situation which exists in no other country in Latin America.

The high cost of sending students to the United States or to Puerto Rico for four years of study for the undergraduate degree in home economics precludes the training of numbers of young women, especially of a number sufficient to furnish some with unusual ability in administration or teaching or research. Not only cost but language are deterrents. The language barrier also limits the choice of well qualified personnel who can serve the Latin American countries in the organization of curricula and services.
"Open Doors-1964," the annual publication of the Institute of International Education, lists 808 students enrolled in the major field of home economics. Of these, 383 or 47 per cent come from the Far East, mainly India, the Phillippines, Taiwan, and Japan, countries in which English is a second language and where North American advisors have been working for 30 or 40 years. There were 132 students or 16 per cent from Latin America and the Caribbean. Of these, 75 (57 per cent) came from the English speaking islands of the Caribbean and from British Guiana. Of the 20 students from Central America, 13 were from Panama, where English is a second language. Of the 29 students from the Spanish and Portugese speaking countries, 16 were from Brazil, where there is active recruitment of students to study home economics in the United States as part of the Purdue Program. It was a team from Purdue University which started the School of Home Economics at the Rural University in Vicosa. From these figures it would appear that both language and recruitment will explain, at least partially, the relatively small number of Latin American students who come to the United States to study home economics.

Instruction in home economics as a means of raising levels of living is probably more effective when given to the adolescent girl who is beginning to be conscious of her future role as a homemaker. She constitutes the growing edge of change in a way of life. With instruction that takes into account her social condition, she can learn to select and prepare an adequate diet, to care for an infant in the modern way, to apply elementary principles of management in a household and to use the resources of the community and at the same time develop a concern for its problems. This year UNESCO made a report to the Commission on the Status of Women of the United Nations regarding the access of girls to secondary education. Of the 14 Latin American republics answering a questionnaire, 12 reported that girls constituted 46 per cent or more of the total enrollment in secondary schools and two reported 40-45 per cent. As a rule, the proportion of girls to boys decreased in the higher grades, i.e., more girls than boys are leaving school after completing the first stage of secondary education. The number of drop-outs was greater in the less developed countries and in rural areas, where there is less opportunity to complete the primary grades. The most frequent reason for leaving school was marriage, followed by lack of economic means and the need for the girl's earning power and involvement in domestic work. The reasons point to the need for emphasis on vital curricula in homemaking during the first years of secondary school. Such curricula cannot be constructed unless there are teachers with adequate academic preparation who can relate their teaching to the social and economic background of their students.

At present the most nearly adequate instruction in homemaking is offered in secondary schools patronized by children from upper and middle class families. The curricula reflect more interest in the exotic than in what concerns day-to-day living, more concern with the superficial accompaniments of gracious living than with the intelligent choice of essentials.
There are several unfortunate results of these attitudes, which in turn tend to perpetuate the attitudes. Homemaking courses are without content, subject matter being discredited as worthy academic material. There is lack of interest in the patterns of living of different sectors of the population, and teachers tend to be indifferent to the urgent need to adapt and enrich the content of courses to meet students' needs. Especially for the student from a family with limited means, the irrelevance of the subject matter of home economics is appalling.

Every country of Latin America is undergoing social change in one or another degree. With growing frequency governments are trying to effect social change, not by revolution but by educational and parliamentary means. The half of the population that is made up of girls and women should be prepared to take its part in insuring the physical and social health of families and thus to contribute in an intelligent way to social change.