PANEL: INTERNATIONALIZING HOME ECONOMICS PROGRAMS
IN THE UNITED STATES

(Members of the panel were Miss Mary Wood, director of international home economics activities, Cornell University, and panel leader; Dr. Amy J. Knorr, home economics international student advisor, University of Arizona; Dr. Vivian Roberts, director, School of Home Economics, Ohio University; Miss Gertrude Drinker, program specialist, International Agricultural Development Service, USDA and Mr. Eugene L. Clubine, foreign student adviser, Iowa State University.)

Introduction
by Mary Wood

Home economics has a tradition of international concern and involvement, but the demands of students from other countries and of Americans preparing for international assignments have increased rapidly in recent years. To keep pace with society's needs, we are increasingly aware of the need to systematically incorporate cross-cultural materials and global aspects in our college and university programs in our programs of undergraduate and graduate resident instruction, research, cooperative extension and public service.

Dr. Moore pointed out that adequate training should enable our students to move from culture to culture and provide competent professional assistance. ¹ This need was also emphasized in the "Report of the Joint Committee of USDA and Land-Grant Universities on Education for Government Service," issued in May 1965.

Two of the recommendations regarding implementation of training and education in agriculture for the foreign service merit consideration by home economists:

(1) Training in education for both domestic and international responsibilities should be carried out at the same time. Training programs and college curricula should include courses in world view, world population and resources, comparative religions, and cultural anthropology. A good education should require courses of this sort whether the student goes overseas or not. Personnel returning from international assignments should be utilized as resource personnel.

(2) There are several deficient areas in present training that should be corrected. Some of these deficient areas are languages, area studies, and understanding of international problems and objectives. USDA and the universities should take appropriate action to overcome these deficiencies -- such as the establishment of institutes or other cooperative training programs.

Major considerations are the broadening of competence and outlook of faculties; the objectives and content of programs; and the need for research opportunities in other cultures.

¹See chapter by Forrest Moore, pages 167-178 of this report.
This morning Dr. Moore pointed out that one of our first tasks is the broadening of competence and outlook of faculties.

Appropriate experiences, materials and references for academic advisers need to be provided; effective use should be made of visiting professors and scholars from overseas, and the background of faculty members who travel spasmodically or on a continuous assignment should be utilized.

Objectives and content of programs may refer to the ultimate, the specific, the norms. They require the inclusion of cross-cultural materials and global concepts; e.g., recognition of the many ways by which people can be well fed.

To encourage intercultural understanding, experiences must be provided to influence attitudinal learning as well as rational learning.

Curricula should include the economic principles which help us to understand the focus of change.

Research in other cultures and socio-economic groups within these cultures may well be encouraged. There is need for continuing professional contacts with people in other cultures.

A world community of professional colleagues may be an outcome of intercultural competence.

Perceiving Our Objectives

by Amy J. Knorr

If the international elements of home economics programs in the United States is to be of vital dimension rather than merely a patchwork of activities added to present programs, we need to have some clear understanding about the objectives of our field. Both we and our students need to develop a sense of the mission of our field.

Let me try to set forth my line of thinking. The ultimate objectives of home economics is to contribute to the full human development of individuals through sound home and family life. This is an objective that is as appropriate for Nigeria and for Latin America as for the United States. It was as appropriate at the beginning of our profession as it is now and as it will be in 2000.

At least four of our speakers in this conference have made reference to the responsibility of home economics for influencing the nature and quality of the environment to foster conditions in society and in the home and family which will permit the full development of human beings. At any rate, this is the meaning I attach to these phrases: "using human resources for human welfare," and "evaluating the degree of humanism of the field."