

GUIDELINES FOR DEVELOPING UNIVERSITY HOME ECO-
NOMICS INTERNATIONAL PROGRAMS, WITH EMPHASIS
ON UNDERGRADUATE CURRICULUM DEVELOPMENT
DIRECTED TOWARD SERVICE IN OTHER
COUNTRIES, PARTICULARLY
LATIN AMERICA

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CHAPTER I

THE PROBLEM

The commitment of the United States to world affairs calls for an increasing international educational exchange among all nations. The hinge of contemporary history is the university's relation to the all-togetherness of mankind and to the global responsibilities of the nation. The intercultural-international educational interrelationships of the United States and the developing countries of Middle and South America are included within the extended dimension of the university's involvement over-seas.

During the past two decades, higher institutions with home economics units have been attempting to develop an international dimension within their curricula. The major leadership in international education activities has been provided by one of the prominent professional organizations of higher education in the United States, the National Association of State Universities and Land-Grant Colleges. Three conferences have been held during this period, dealing specifically with the selection and training of programs for international service. The need for the development of guidelines for an international home economics undergraduate program for units of home economics to prepare students for service in the developing nations is evidenced in the following statement: "Home economists have a responsibility to world affairs, and a particular responsibility for cooperative relationships

with the Eastern Hemisphere, including North America, Central America, and South America. This should also include our neighbors in the Caribbean." (150, p. 5)

In 1961 the Division of Home Economics of the Association of State Universities and Land-Grant Colleges decided to begin a series of conferences for representatives of home economics land-grant units to work together on the development of cooperative home economics programs in other countries. The first of the series of conferences was held in June 1963, at Oklahoma State University. The purposes of the conference were to identify the major areas of concern and responsibility in working with cooperative home economics programs in other countries, and to begin to clarify some of the basic concepts related to selected concerns and responsibilities.

The second conference initiated by the Home Economics Division of the Association of State Universities and Land-Grant Colleges was held in July 1965, at Iowa State University. The purposes of the conference were stated as follows: 1. to identify significant roles of home economists in the developing countries, 2. to improve the contribution of home economics in developing human resources in emerging countries, 3. to consider approaches to cooperative efforts in developing home economics programs, especially in the African and Latin American countries, 4. to initiate the development of long-range plans for the intercultural exchange of home economics, and 5. to strengthen the programs offered to international students by colleges and universities in the United States.

The conference was planned to serve the interests of those who wish to work in home economics programs abroad and those who are con-

cerned with the education of international students in the universities and colleges of the United States. Approximately 165 home economists from other states and countries, including African and Latin American nations, participated in the conference. Speakers and discussion groups considered such topics as the opportunities and roles for home economists in developing countries, cross-cultural understanding, barriers to communications, the development of home economics programs abroad, and the introduction of the international dimension into graduate education and research.

The most recent conference attended by approximately 100 home economists was held at the New York State University College of Human Ecology at Cornell University in July 1969. The conference, "Improving our Competencies in International-Intercultural Home Economics," was sponsored by the Association of Administrators of Home Economics. The purposes of the conference were as follows: 1. to assess the extent of commitment of home economics units of higher educational institutions to intercultural-international involvement, 2. to improve professional competence of faculty members and students for involvement in programs of intercultural-international dimension, and 3. to maximize resources for internationalizing programs, blending citizenship and professional roles. The conference placed emphasis on effective plans for infusing an intercultural-international dimension throughout the total home economics program of participating institutions.

The home economics profession has committed itself to expanding international and intercultural dimensions of home economics programs. The extent of the commitment of institutions of higher education varies from institution to institution. However, home economics administrators,

staff members and students should have a greater international and intercultural involvement, blending citizenship and professional roles. Home economists should have competence in identifying and working towards the solution of critical human problems and needs in varying national and international cultural, social, and economic situations such as those of developing nations, including Latin America.

This study of the identification of guidelines for the development of international service programs in home economics units has been limited to the nineteen Middle and South American developing Latin American countries. The study indirectly holds implications for emerging nations in other regions of the world, but emphasis has been placed on the Latin American nations.

The United States has been providing assistance to Latin America since 1949, when the Federal Government initiated the Point Four Program under President Truman. Efforts to improve the effectiveness of programs abroad have, and are, continually being made. The United States is aware that the process of helping other countries develop is infinitely more complex than had been initially contemplated, and is relying upon the universities to provide highly qualified professionals to effectively serve the needs of developing nations.

The development of home economics in the Latin American countries has benefited from United States technical assistance on a limited basis for more than twenty years, principally by means of three bilateral, regional, and international agencies, i.e., the Agency for International Development of the United States government (AID), the Food and Agricultural Organization of the United Nations, (FAO), and the Organization of American States (OAS). Since the 1950's and as

late as 1965, the AID has had home economics advisors working in the Latin American countries. The FAO has, since 1954, assigned technical nutrition and home economics officers to work towards the improvement of family living conditions on a country or regional basis throughout Latin America. The OAS, an organization formed by all the sovereign Latin American republics and the United States, is not only a political, 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 headquartered in Costa Rica, with regional sub-division offices in Guatemala, Central America, and Peru and Uruguay in South America. Each of the three zone offices has included home economics advisors in their programs.

Some of the Latin American countries have established institutes or schools for the preparation of dietitians, nutritionists and home economics extension agents. The training programs are usually supported by a ministry of health, agriculture or a medical school; but only a few are integrated with a university. University level home economics programs exist only in Brazil (3), Chile (2), Colombia (1), and Peru (1). Qualified home economists are needed to help strengthen the Latin American educational programs in home economics at all levels.

The writer has spent close to twenty years working towards the improvement of family living conditions throughout Latin America. Responsibilities have included those of a regional advisor for home economics with the Organization of American States, and later with the Food and Agriculture Organization of the United Nations. The identification of guidelines for the development of international undergraduate programs for units of home economics preparing students for service in

Latin America had thus special relevance to the writer's experience abroad.

Statement of the Problem

The present study was designed to determine two sets of guidelines to be used for planning undergraduate home economics programs and curriculum in international education.

Objectives of the study are as follows:

1. To identify selected major social, cultural, and economic factors that directly and/or indirectly influence Latin American families and, therefore, have significance for home economics programs in colleges and universities.
2. To gain an understanding of university organization for international programs at four land-grant institutions of higher learning and an appreciation of the relationship of the intercultural-international dimension in home economics.
3. To develop guidelines for establishing home economics programs in international education in colleges and universities.
4. To determine guidelines for the development of undergraduate curriculum in international service in home economics units in higher institutions.

Methodology

The methodology employed for the collection of data in the study included a review of literature on the role of the United States in international education, current research of social, cultural and economic Latin American conditions relevant to home economics, information

provided by the four land-grant institutions, the reactions of a panel of five judges, and the writer's knowledge through extended experience in Latin America.

Objective No. 1

A review of literature on current research on Latin America was conducted to identify selected major social, cultural, and economic factors that directly or indirectly influence family living conditions in the Latin American countries, and that have significance for college and university home economics programs in the United States. The literature revealed some of the factors that are instrumental in creating problems for families. The factors pertinent to the study were selected according to the following criteria:

- A. Limited to those related to home economics,
- B. Identified and verified by authorities in the fields of economics, education, agriculture, social sciences and related disciplines,
- C. Presently existing and creating problems for Latin American families.

These factors have been incorporated into a questionnaire; and a selected panel of professional experts referred to as judges has reviewed and reacted to them.

Four selected major social, cultural, and economic factors were identified on the basis of a review of current Latin American research, the reactions of a panel of judges, and the writer's knowledge through continued experience in Latin America. These four factors were instrumental in identifying six problem areas which currently affect Latin American families.

Objective No. 2

In order to accomplish objective No. 2, four land-grant institutions were chosen for study in order to gain an understanding of university organization for a home economics undergraduate curriculum in international service, which can contribute to the preparation of home economics students for international work in developing nations. The selection of the universities was made on the basis of the following criteria:

1. Existence of contracts and/or involvement with institutions overseas;
2. Developed curriculum in home economics for the preparation of students in international service.
3. University-wide emphasis in international education at both undergraduate and graduate levels, including home economics units having had, or developing, intercultural-international programs.

Key personnel within each university responsible for international education programs were identified and their cooperation requested for interviews. The interviews were planned to include information related to the historical development of each university in international education programs, the university administrative organization for international activities, faculty involvement, student involvement, home economics undergraduate curriculum, and research in international education. Interview schedules were prepared from information in the catalogues for personal interviews at Iowa State University, Michigan State University, the State University of New York College of Human Ecology at Cornell University, and Oklahoma State University.

Personal interviews during a six day period at Iowa State University included conferences with the Dean and Associate Dean of the

Division of Home Economics; the Chairman of the Foods and Nutrition Department; professors in the department of Family Environment, Child Development, Home Economics Education, Foods and Nutrition, Textiles and Clothing, and Home Economics Extension; an agricultural economics professor in the College of Agriculture; administrative personnel of the Office of Foreign Student and Visitor Service; and three of the Junior and Senior year students enrolled in the home economics international service curriculum.

During a two week visitation to Michigan State University interviews were held with the Dean of the College of Home Economics; the Assistant Dean of Academic instruction; two professors in the Foods and Nutrition, and Family and Child Sciences departments; the Associate and two assistant Deans of the Office of International Programs; the Director and Assistant Director of the Latin American Studies Center; a professor of the College of Communication Arts; the Director of the Institute of International Agriculture and Nutrition; the Director of the Institute of International Education; the Coordinator of the Department of Elementary and Special Education; and the Director of International Extension of the Center of Continuing Education.

Personally interviewed during a five day period at Cornell University in Ithaca, New York, were the Chairmen of the departments of Community Services Education and Consumer Economics and Public Policy; professors in the departments of Design and Environmental Analysis; Associate professors in the Food Management and Human Nutrition, and Human Development and Family Studies departments; the assistant to the Dean for intercultural affairs; the Director of the Center for International Studies; the Director of the Latin American Studies Program;

the Director of the International Population Program, and the Director of the Graduate School of Nutrition.

At Oklahoma State University, information secured during the interviews related to the historical development of international education programs, university organization for international activities, faculty involvement, the home economics undergraduate curriculum, and research in international education. Interviews have been held with the Dean of the Division of Home Economics; an associate professor of the department of home economics education; a professor emeritus of the department; chairman of the department of Housing and Related Arts; professors within the department of Family Relations and Child Development; and others throughout the period of residence as a graduate student.

Historical Development of International Education. Information related to the historical development of international education at each of the universities was obtained from reports prepared by each university in the study. In the four universities the data obtained from the interviews included information related to:

1. The administrative organization for international activities at each of the universities,
2. Faculty involvement,
3. Student involvement,
4. The undergraduate home economics curriculum,
5. Research in international education.

Administrative organization for International Education. Information was sought in regard to

1. The existence, composition, and functions of offices or centers of

- International Programs, the administrative relationship to the colleges of the university, and the leadership available at each university for planning and developing an international home economics curriculum,
2. Contracts currently in effect with over-seas institutions, and with the Peace Corps Program,
 3. The funding agencies available at each university for planning and developing an international home economics curriculum,
 4. Programs and plans for introducing an undergraduate international service major in home economics, and
 5. An estimate of international job opportunities for professional home economists.

Faculty Involvement in Intercultural-International Education. The interviews were planned to provide the following information:

1. The number, qualifications, and types of appointments of home economics faculty members responsible for intercultural-international education in the units of home economics,
2. The identification of foreign scholars and returned Peace Corps volunteers appointed to the faculty,
3. The opportunities and benefits provided faculty to gain experience abroad, and
4. The contribution students from other countries make to the home economics curriculum.

Students Involved in Intercultural-International Education. One of the universities included in the study offers an international home economics service major in a formal statement in the university

catalogue. The other three universities offer more informal international home economics programs. The information sought in regards to student involvement was obtained by the following:

1. Interviewing three students in the international service major,
2. Informally assessing student interest in an international home economics major from staff interviews at each of the three additional universities,
3. Studying procedures employed for the selection and guidance of students in the home economics units, and
4. Appraising present student enrollment, and number of home economics graduates from the international service major.

Undergraduate Home Economics Curriculum for International Service.

Information obtained in the interviews related to the home economics curriculum at the four universities, included:

1. The international content of the general education home economics offerings required of all students,
2. The intercultural-international home economics courses provided by the different departments within home economics,
3. The total credits required for the bachelor's degree and the distribution requirements within areas of concentration of the international home economics service major at Iowa State University,
4. The professional skills emphasized in the international service major,
5. The areas of concentration recommended within home economics for the international service major,
6. The distribution credit requirements within the community services, home economics education and general home economics curriculum,

7. The availability within the universities for development of language competency in Spanish and/or Portuguese, demography, family planning, communications, adoption and diffusion of innovations, and vocational education for gainful employment,
8. Interdepartmental and interdisciplinary cross-cultural seminars in the colleges of home economics,
9. The intercultural cooperative work-study experiences included in the curriculum relating to United States minority groups and those abroad, and
10. International curriculum evaluation plans and procedures.

Research in International Education. Information obtained in the interviews to understand each university's research activities in international education includes:

1. The research programs and funds available from government and private agencies, and
2. Research relating to curriculum currently being conducted abroad by the different departments within the units of home economics.

The information collected in the interviews at the four universities was tabulated and interpreted for the identification of guidelines for the development of international home economics programs. Each of the universities was sent an initial draft of the interpretation of the data and was asked to check it for accuracy. Suggestions, additions, and revisions were incorporated into the final draft. The data is presented in Chapter III, including a summary in chart form.

Objective No. 3

The data secured from the universities was summarized, analyzed, and used in developing guidelines for home economics units planning to establish, or in the process of establishing, programs in international service to enable graduates to effectively serve in developing nations. As a result, competencies essential for the young international home economist were determined.

Areas of emphasis were determined for incorporation in an international service home economics curriculum in terms of the programs available at the four universities, and the current factors and conditions selected in Objective No. 1 as currently affecting Latin American families. The areas of emphasis were selected for the contribution home economics units can make towards preparing young professional graduates to render service in Latin America. To assist with the development of home economics and education, particularly in colleges and universities in Latin America, the preparation of home economics leaders is essential for different programs deemed necessary by each country.

Objective No. 4

As an additional and important aid in determining guidelines for the development of curriculum in international service in units of home economics, a panel of five judges was selected. The five judges are recognized as authorities in international Latin American technical assistance education programs. Selection of the judges was effected on certain selected criteria. The individuals were economists, agricultural economists, and curriculum development specialists holding

Ph.D.'s or the equivalent; professors who have had a minimum of two years technical assistance service in educational Latin American programs; and persons who have had experience in rural and urban programs in Latin America.

A questionnaire (See Appendix A) was prepared and submitted to the five judges. The questionnaire consisted of seven sections, with the first three of which the judges were asked to indicate "Agreement" or "Disagreement." The three sections included selected social, cultural and economic factors; areas of emphasis important for an international home economics program; and basic beliefs in the underlying philosophy fundamental to introducing and offering the international curriculum. The remaining four sections of the questionnaire requested the judges to utilize a scale of "Very Important," "Slightly Important," "Important," and "Not Important," for rating their opinions concerning the selected professional responsibilities and qualities for home economists in international service. The four sections were as follows: 4. Skills necessary in advisement in the general area of work, 5. Educational background and experience to provide leadership at required levels, 6. Educational and experience background in home economics, and 7. General comments.

The results of the questionnaires, the information collected at each of the universities, the review of literature, and the writer's knowledge from personal experience in Latin America, were utilized to identify the guidelines for the development of an international curriculum in units of home economics to prepare students for international service in developing nations, and particularly in Latin American countries.

Limitations of the Study

In summary, the study is limited to:

1. Selected major social, cultural, and economic factors relevant to home economics, limited to a selection of factors that currently create problems for families in developing nations, and Latin America in particular.
2. Four large land-grant institutions selected to determine the guidelines for international education programs. Selected were:
 - a. Universities having had, or holding contracts with institutions over-seas,
 - b. Institutions offering a home economics major with an inter-cultural-international curriculum,
 - c. Institutions providing university-wide emphasis in international education at the undergraduate and graduate levels which enriches home economics;
3. Guidelines for the development of an undergraduate home economics curriculum in international service. The undergraduate curriculum was selected since the undergraduate program provides a basis for a preparation in depth at the graduate level, since the International Education Act intends that every undergraduate student should increase his international understanding for an informed citizenship, and since the international studies in general education and the professional education of teachers, including home economics, will reach the largest single output of American undergraduate institutions.
4. Guidelines developed in relation to the needs of Latin American countries.

5. A study limited to guidelines for the development of home economics programs in international service. By necessity, each unit of home economics will need to develop its own curriculum.

Definition of Terms

Home Economics: "The exact and reasoned knowledge of all problems relative to the home (and family life); research and dissemination of research concerned with food, clothing, shelter, health and human relationships. (103)

Spanish speaking countries of Latin America: Argentina, Bolivia, British Honduras, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, San Salvador, Uruguay, Venezuela.

International Education: An academic program to provide United States students a background for participation in educational programs in a culture other than their own.

Social System: A collectivity of individuals or units, who are functionally differentiated and engaged in collective problem-solving with respect to a common goal.

Cultural Factor: An element contributing to a particular situation in the material welfare of mankind.

Curriculum: A specific course of study in a school, college or university.

Curriculum Guidelines: Indications of a future course of action in the aggregate course of study in a school, college, or university.

Program: The total composite of educational experiences provided students preparing for a profession.

Communications: The processes by which messages are transferred from a source to a receiver.

Technical Assistance: The process through which a developed country assists cooperating countries to develop human skills and attitudes, and to create and support the institutions necessary for social, economic and political growth and development.

This chapter has defined the problem and the objectives, explained the methodology, stated the limitations, and defined terms pertinent to the study. Chapter II contains a review of literature; Chapter III, a report of international programs at four universities; Chapter IV, guidelines for the development of international programs in home economics units; Chapter V, guidelines for the development of an international home economics curriculum; and Chapter VI, the summary and recommendations of the study.

CHAPTER II

REVIEW OF LITERATURE

As a basis for determining guidelines for the development of undergraduate home economics programs in international service in United States universities, a review of literature was undertaken. The review was two-fold: 1. to understand and appreciate the role of the United States government and other agencies in international education, particularly as it relates to Latin America, and 2. to analyze the current Latin American social, cultural, and economic problem areas that are relevant to home economics. Part I in this chapter contains a review of the development of the present role of the United States in international education; the role of the foundations and the Federal Government; the role of the universities; current involvement of United States colleges and universities in international education; contemporary trends in international university programs; the development of the present role of home economics in international education; and the United States technical assistance to Latin American education. Included in Part II is a review of the unique characteristics of Latin America which constitute the basis for curriculum and program development.

The review of literature related to the characteristics of Latin America includes selected social, cultural, and environmental features: cultural tradition of Latin America; social and familial features of

Latin America; population growth rate; agricultural and nutritional status; migration of rural populations to urban centers; educational level and literacy; and economic development. This review directly related to Latin America was undertaken to identify the most important factors and conditions currently existing and influencing Latin American families. The identified factors were the basis for developing the guidelines for an international service program in home economics units.

The United States has long been recognized as not only an influential world power, but also as a humanitarian leader. Sir Winston Churchill in an address at Harvard University after the Second World War, remarked upon the fact that the United States, almost against its will, had emerged from its self-imposed isolation of the between-war years to become the world power which Britain had once been. "Remember," he warned, pointing to the future, "That the price of greatness is responsibility." Responsibility requires a well-informed citizenry. The United States' role has inescapably been one of commitment.

The United States Congress hereby finds and declares that a knowledge of other countries is of the utmost importance in promoting mutual understanding and cooperation among nations; that strong American educational resources are a necessary base for strengthening our relations with other countries; that this and future generations of Americans should be assured ample opportunity to develop to the fullest extent possible their intellectual capacities in all areas of knowledge pertaining to other countries, people and cultures; and that it is therefore necessary and appropriate for the federal government to assist in the development of resources for interational study and research, to assist in the development of resources and trained personnel in academic and professional fields. . . . to meet the requirements of world leadership." (62)

With the recent advancement of the Latin American countries to positions of political and economic importance, the United States has become increasingly aware of the intellectual challenge it presents.

The rapid transformations that are overtaking the world as we have known it demand a far broader conception of the university's role in international education. "The greater concern of United States universities with world affairs is but an appropriate response to matters of paramount concern to the individual American, to the nation in its new role, and to men everywhere. To a greater degree than ever before, world affairs are American affairs, and American affairs are those of the world. These are matters not alone for the specialists. They are a dimension or whole new set of dimensions of the problems with which all American students and all American universities and colleges are or should be vitally concerned." (71, p, 11)

Origin of United States Involvement in International Education

Historically, American society through its religious and other private groups has manifested a great interest in education abroad. "As early as the 19th Century highly successful schools and colleges were founded by American groups in China, Japan, the Middle East, the Philippines, and Africa. However, it has been in the post-World War II years that American colleges and universities have developed their most intensive interest in and commitment to world affairs. (6, p. 125)

The major developmental stages in international education in the United States can be said to originate in the period between World Wars I and II. During the 1920's and 1930's programs devoted to the study of international relations or foreign affairs were initiated as an attempt to keep abreast of current developments among the major powers, as the United States moved into a position of world leadership.

The second stage initiated during the post World War II years, was the development of area study programs. "The area study programs differed from the earlier ones in being both broader and more specialized. Interdisciplinary and regional in character, concerned with language and culture, past and present, of a given area, they branched into numerous sub-divisions. Today no region of the globe is excluded from some area study center." (6 , p. 127) Initially both the international programs and the foreign area studies were graduate programs. The 4-year undergraduate program was affected only slightly with a few courses that were international in nature.

Role of Foundations

The foundations have played a decisive part and continue to play a crucial role in support of the development of international education activities as an integral part of American higher education. "Foundations have improved the capacity of American universities and colleges to meet the educational challenges of a rapidly and dynamically changing world and at the same time have broadened the cultural horizons of the American people." (20 , p. 90)

Although there are at present approximately 15,000 foundations in the United States with capital in excess of 14 billion dollars, only a limited number are concerned with international education activities. "Most foundations are local, have small assets, and have little if any interest in higher education. With only a few exceptions, it has been the large, national, multipurpose foundations which have assisted universities and colleges to develop non-Western studies, and of these, three have played more important roles than the others." They are the

Rockefeller Foundation, the Carnegie Corporation, and the Ford Foundation. (20, p. 90)

The Rockefeller Foundation was the first large national foundation to recognize the need for international studies as an integral part of American higher education, and it was the only major foundation that was active in this regards until after World War II. The Foundation during the period 1934-1942 pioneered support of Slavic, East Asian, Near Eastern and Latin American languages and area studies at universities and colleges with grants totaling one million dollars. "In addition, Rockefeller fellowship programs provided funds to help train a relatively small number of young men and women in various disciplinary aspects of non-Western studies." (20, p. 91)

Between 1945 and 1950 the demands of fighting a global war and of planning for the peace made it increasingly apparent that the United States did not have adequate knowledge about many foreign areas or about the personnel and materials for training and research on them. The Rockefeller Foundation between 1943 and 1945 increased its support of university programs particularly at the graduate level, with a grant to Columbia University of 250,000 thousand dollars. The grant led to the establishment of a Russian Institute in the School of International Affairs of Columbia University. "The first of its kind and a model for others, the Russian Institute had two basic objectives: one, to train area specialists with competence in the various aspects of Russian life and command of the Russian language, and two, to improve American knowledge of the Soviet Union through research." (20, p. 92)

The Carnegie Corporation was the second major foundation to provide support for non-Western studies with grants of 2.5 million between

1947-1951. "In 1947, it made a series of relatively modest 5-year grants to a dozen or so universities in support of area institutes for graduate training and research on Japan, India, the Near East, Southeast Asia, and Latin America." (6, p. 93)

The Rockefeller Foundation and Carnegie Corporation grants had a broad impact in international education programs in higher institutions. First, they helped universities to establish or strengthen non-Western language and area studies programs. The grants helped to expand non-Western studies in the disciplines and to establish a firm base of language instruction, in addition to the development of a new approach to graduate training and research. The concept of combining discipline and area studies training was accepted more rapidly as a result. Second, the grants helped to increase the number of young men and women competent in non-Western areas.

The Ford Foundation shortly after 1951 recognized the need to improve the capabilities of the United States in meeting its responsibilities in world affairs--especially for maintaining the strength of the non-Communist nations and for assisting the social and economic development of the emerging nations. "Since 1952 the Ford Foundation has allocated 138 million dollars for grants designed to improve American competence to deal with international problems by narrowing the gap between the needs for and the supply of trained personnel and knowledge. Approximately half of that total has been used to strengthen non-Western language and area studies in American universities and colleges." (6 , p. 93)

The Ford Foundation has allocated grants principally to improve and consolidate existing language and area training research programs

in the major universities and to establish new programs where they were needed. In the case of existing programs, this permitted an expansion of graduate training and research. Language and area studies programs were able to develop a broader disciplinary base through the addition of new staff in the social sciences.

Since 1961 the Ford Foundation has changed the pattern for the allocation of its grants to universities in support of non-Western language and area studies programs. "With the growth of institutional competence there was a shift from short or medium-term grants ordinarily given to support specific graduate training and research programs, to broader, long-term--usually for ten years--assistance to 'universitywide' efforts to develop non-Western language and area programs, as well as other international studies. Through long-term grants the Ford Foundation has sought to encourage the country's major university centers to take an institutionwide approach to their international interests and to incorporate non-Western language and area studies as permanent features." (6 , p. 93) The Foundation made grants totaling 42 million to fifteen universities (private and State institutions) between 1959 and 1963. Two of the universities included in this study were included among the fifteen universities, i.e., Cornell University and Michigan State University.

The Ford Foundation is seeking to encourage private, state, and land-grant universities to enlarge and consolidate their resources for graduate training, research and developmental activities in the international field. In addition, the foreign area fellowship program of the Ford Foundation since its inception in 1952, continues to make the single most effective contribution to solution of the problem of the

shortage of first-rate, well-trained personnel. "Over the past 12 years, the fellowship program has awarded a total of approximately 10 million dollars in grants to 1,214 individuals, of whom some 984 have completed periods of training averaging from 2 to 3 years in length." (6 , p. 95) The grants for the most part, have gone to advanced graduate students and young scholars in the training stages of their careers rather than to established scholars. The training programs have combined the regular requirements of a professional field, intensive language study, and a multi-disciplinary approach to a foreign culture, and have often included field language-training and research for the doctoral dissertation.

In 1961 foreign area fellowship program fellowships were offered by the Ford Foundation for Latin American studies. Thirty-seven fellowships had been awarded for Latin American area studies by 1966. Of the total 984 former fellows, 550 hold faculty positions in 181 colleges and universities in 38 states. The fellowship program has thus helped to provide personnel for colleges and universities which have become interested in international education programs. In addition, the scholars have enabled discipline departments to expand their course offerings, and some of them have provided the necessary leadership for the establishment of new language and area programs.

The foundations have played a crucial role in encouraging and assisting liberal arts colleges, either independent or in universities, to make basic changes in their approach to liberal learning through the integration of an international dimension. The Carnegie Corporation encouraged the development of new general education courses on non-Western areas between the 1940's and 1950's, with grants to eleven

universities and colleges. Since 1959 the Ford Foundation has made grants totaling about six million dollars, to help approximately 100 colleges make non-Western studies a permanent part of undergraduate education.

The development of the international dimension in American higher education requires not only leadership from within but also financial and other support. The contribution of the foundations to the development of non-Western studies in universities and colleges has been impressive. The Ford Foundation however has been the only foundation to provide funds for home economics international programs. The challenge to the national and local foundations today is greater than ever before.

Role of the Federal Government

The United States Federal Government, entering upon fields pioneered earlier by the foundations, has played a limited but expanding role in supporting certain language and area activities of American universities. The support for international education has been provided by means of the 1965 National Defense Education Act, the Agency for International Development, and State Department exchange programs. For example, since 1950 the United States government has participated in the exchange lectureship program initiated by Senator Fulbright.

The year 1950 also marked the start of university contracts for institution building abroad. At that time the foreign aid agency of the United States State Department (first the Foreign Operations Administration and then the International Cooperation Administration and now the Agency for International Development) contracted university

personnel for institution building abroad. President Truman's Point Four Program represented the first large-scale government financed American commitment to foreign aid in Latin America.

The Point Four program of the United States Government was placed under the Technical Cooperation Administration, which absorbed the Institute of Inter-American Affairs (IIAA): and subsequently the series of reorganizations began: Foreign Operations Administration (FOA) in 1953, and the International Cooperation Administration (IAC) in 1955.

The frequent reorganizations within the United States technical assistance programs in Latin America during the later 1950's reflected the United States government's efforts to improve its effectiveness abroad in the face of changing conditions in Latin America. Each reorganization was an attempt to make foreign aid more effective, and to take into account the growing number of countries requesting aid, the increasing cold war competition for the allegiance of less developed countries, and the growing realization that the process of helping another country develop itself was infinitely more complex and expensive than had been contemplated initially.

The pattern of financial support for college and university programs in world affairs was altered in 1960. "The responsibilities borne by the private foundations during the 1940's and 1950's were shared increasingly by the Federal Government." (34, p. 191) To assist the colleges and universities in their home campus training for over-seas responsibilities the United States Congress, in 1958, passed the National Defense Education Act. "Title VI of this Act provided funds for the study of languages and world areas considered vital to the national interest." In 1966 the United States Congress unanimously passed the

International Education Act and the President signed it into law.

(34 , p. 151)

The International Education Act of 1966 contains three principal titles. "Title I provides grants to colleges and universities, non-profit organizations, and scholarly associations for two distinct purposes. It would authorize the establishment, strengthening, and operation of centers of advanced international study. Secondly, it would assist a wide variety of undergraduate programs, with the aim of diffusing international studies to all possible segments of the undergraduate college enrollment. Title II broadens Title VI of the National Defense Education Act regarding language and area centers, and provides a program of institutes in international affairs for secondary school teachers under Title I of the National Defense Education Act. Title III authorizes funds to study the migration of the skilled and talented around the globe, especially in regard to the so-called 'brain drain.'" (136, p. 186) This Act, when funded, will provide new impetus and financial assistance for international programs.

In spite of the greatly expanded United States involvement in international affairs, some authoritative sources have stated that the United States capital assistance abroad could and should be greater. With more than half the income of the non-communist developed world, the United States had until 1967 been supplying publicly and privately only about one-half the flow of resources to less developed countries.

According to the records of the Development Assistance Committee of the Office of Economic Cooperation and Development (OECD), "The United States ranked tenth in 1967 in the share of its gross national product devoted to public and private development assistance, ranking

behind France, The Netherlands, Portugal, West Germany, Britain, Belgium, Switzerland, Japan and Australia in that order (138, p. 54).

According to Millikan the United States can well afford an expanded aid program. "It is most unlikely that the burden that aid places on our balance of payments is currently very important. The budget proposed by the President for 1968-1969 calls for a level of assistance of only one-half of one percent of the Gross National Product, or about one-fifth of the current net cost of the Vietnam War. Since the low income world is so much poorer than we are, the small cost to us will in many cases be vital to their economic and social modernization." (138, p. 53)

Role of the Universities

The advent of the deep involvement of the universities in international education was initiated during the second World War years. The United States government, having drawn heavily on the country's academic resources during the 1940's, discovered that American colleges and universities held large numbers of resource people who were available to assist in implementing national policy in international affairs. Contracts were made between the United States government and universities to work with institutions abroad to solve the development problems of the emerging nations.

During the 1950's area and language centers expanded in number and grew in strength; research increased; innovative programs were launched in several universities for the development of materials and the training of teachers. "This was also the decade of the foreign student, as men and women came to the United States colleges and universities in ever-growing numbers, and United States graduate and undergraduate

students studied abroad." (119, p. 49) The Council on Higher Education in the American Republic (CHEAR) was founded as an educational exchange of higher education among North American and Latin American university leaders.

The United States entered a new period of development in international education in 1960. "For the first time all the segments within the university came into international education, influenced to a large extent by the Ford Foundation report of the Morrill Committee on 'The University and World Affairs.' This report clarified the international role of United States universities in terms of foreign students, language studies, education for technical assistance and world affairs in liberal education" (119, p. 50).

Two kinds of developments closely related to the University as a total, integral institution occurred in the 1960's: "1. faculty and administration began to question how the institution should organize itself internally to carry the increasing responsibilities to international activities and to derive maximum educational benefit and, 2. a strong trend developed towards new arrangements for inter-institutional cooperation for greater division of labor, economy of effort and maximization of results" (119, p. 50). Many universities created new administrative positions to facilitate and coordinate their programs.

Current Involvement of United States Colleges and Universities in International Education

Universities and colleges of the United States are today involved in international education on a range far wider and to a depth far greater than is commonly realized. In 1967 the results of a study of 2,095 colleges and universities with 1,314 international programs

entitled "The International Programs of American Universities" conducted by the East-West Center of the University of Hawaii revealed some of the following information:

1. "There were a total of 110,315 foreign students enrolled in U. S. institutions of higher learning in the academic year 1967-1968, the highest number on record and an increase of 10 percent over the preceeding year. Of these, over 48 percent were undergraduates and 43.7 percent graduate students. Foreign students were enrolled in 1,827 U. S. institutions, but more than half were at some 69 institutions.
2. There are now more than 1,000 full-time foreign student advisors on U. S. campuses.
3. During 1967-68, U. S. universities and colleges played host to more than 11,641 foreign professors, scholars, researchers, faculty members, and other senior academic personnel (an increase from 635 in 1954-55).
4. There were 4,775 U. S. scholars abroad during 1967-68, the highest number ever recorded. Forty-nine percent of these scholars were in Europe.
5. A total of 21,579 U.S. students were "enrolled" as regular fulltime students in foreign institutions of higher learning during 1966-67.
6. The Fulbright program, the first major international exchange program for students, teachers and scholars, began in 1948 with the participation of 22 nations and 84 grant recipients; in 1966, the program involved 136 nations and more than 5,100 grantees.
7. Specialized area study centers now exist in 150 U.S. higher learning institutions.

8. According to a 1967 survey by the Association of State Colleges and Universities, about 100 of its 200 member institutions offer some form of international education."

The most extensive international programs of U.S. universities are conducted through technical assistance which takes the form of either consultative services to over-seas governments or institutions, or operating functions, with the United States participating directly in assistance activities or a combination of both.

As of March 1968, 67 universities and colleges were providing services in 40 foreign nations through technical assistance projects financed by the Agency for International Development; and a total of \$205,067,535.00 in AID funds was committed to finance the 148 contracts. Under another 163 contracts, universities or other academic institutions trained foreign nationals or provided technical support to AID both in the U.S. and abroad; these contracts amounted to an additional \$26,099,204.00.

9. By 1967 more than 100 United States colleges and universities had trained some 33,000 future Peace Corps Volunteers. Instruction ranges from language and area studies to practical procedures in hygiene, community living and cultural adjustment. In addition, many United States institutions now seek out returned Peace Corps Volunteers for graduate work, and some give credit for the over-seas experience.
10. Upward of 100 U.S. higher learning institutions have been involved in training foreign students, faculty and professionals on U.S. campuses under participant trainee programs sponsored by AID or in cooperation with United States foundations and organizations.
11. In any one year there may be upward of 18,000 foreign military students in the United States under the auspices of the Department

of Defense (only a small proportion of whom, however, attend civilian educational institutions.

12. During the current academic year 106 National Defense Education Act language and area Centers (88 graduate and 18 undergraduate) are cooperating in 63 United States institutions, and focus on different modern foreign languages rarely taught in the United States." (127, pp. 15-17)

International programs are now an integral part of United States universities. They are teaching-learning components increasingly functional to higher education. They attest both to intellectuals' search for wider and deeper bases of knowledge and to an impressive American academic contribution to the international conditions of peace.

Contemporary Trends in International University Programs

The current trends in United States universities related to international programs have been summarized by Weidner as follows:

- "The growth of international programs is quantitatively obvious.
- Many universities have created new administrative positions in order to facilitate and coordinate their programs. There may be a relationship of professional administration to the existence and the excellence of international programs.
- Administrative coordination is taking place not only within institutions of higher education, but cooperatively between and among institutions. Some universities have established inter-institutional arrangements with foreign institutions.
- The programs increasingly involve cooperation with institutions and agencies other than colleges and universities. The two most

significant groups of sponsors are the U.S. government agencies and private foundations, but many religious, commercial, and cultural institutions are also significantly participating.

- Many institutional programs are integral, operational aspects of American universities. It is difficult to separate curricular from non-curricular programs, within or across departments and disciplines.
- Nondepartmental international or area studies centers and institutes have been established.
- American universities are significantly involved in assistance to developing countries which includes Latin America, via both campus and over-seas operations.
- It is possible that the under-developed areas of the United States will benefit directly from research and techniques originally designed for underdeveloped countries.
- The "study abroad explosion" relates both to a concept of "highly" educated citizens and to interest in international careers. Much of the funding for study abroad programs is financed personally.
- In many fields the doctoral candidates are being sent abroad individually or in teams for field research or internships.
- United States universities increasingly serve nonacademic groups, especially from government agencies and business concerns, domestic and foreign" (132, pp. 81-83).

Development of the Present Role of Home Economics in International Education

Early Decades of the Twentieth Century

Home economists from the United States have been involved in over-seas work in the profession for many years. "The American Home

Economics Association formed an international committee in 1915. This committee actively encouraged the use of sabbatical leaves by home economics faculty to give assistance to home economics movements in other countries." (121, p. 77) Two universities especially, made outstanding contributions in past decades to other countries; namely Oregon State and Kansas State universities.

Involvement in international programs in home economics by Oregon State University started in 1922. At that time, Dean Ava Milan (Clark) obtained a leave of absence and visited homes, schools, missions, and colleges in China, Japan, Korea, and the Philippines preparatory to establishing the first collegiate course in home economics in China at Yenching University in 1923. A decade later (1931-32) Dean Milan Clark returned to the Far East as a consultant on education for women, and the advancement of programs of home economics at Yenching and Lingnan Universities in China, Ewha College in Korea, and Kwassui College in Japan. In 1937 the Dean and another home economics staff member conducted a summer tour for home economists to Japan, China, and Korea.

Following World War II (1948), "Dean Milan spent nearly six months in the Far East as a consultant on reconstruction of education in China, and in conducting a survey of Christian colleges and schools of the Philippines. Visits were made to Japan and Thailand for the purpose of encouraging officials to send students to the United States for advanced studies in home economics. The international program of Oregon State University in home economics succeeded because of the continued, dedicated interest and zeal of Dean Ava Milan (Clark)."

(44, p. 167)

Kansas State University's involvement in international home economics programs was initiated upon the appointment of Margaret M. Justin as Dean in 1923. Dean Justin's concern for people transcended the confines of the campus or, for that matter, the borders of her country. Many years before international educational activities were recognized as an exciting new fourth dimension of United States universities, Margaret Justin had the vision of what universities could accomplish through international programs.

One of Dean Justin's sisters served for many years on the staff of a Methodist College in Agra, India during the 1930's and 1940's. Dean Justin visited her sister in India and persuaded four members of her faculty to accept teaching assignments at the Agra school, and encouraged Indian students to enroll at Kansas State University for their education. The warm and rewarding affiliation between Kansas State University and India, which was formalized in 1957, had its much earlier beginnings in Dean Justin's international commitments.

Since the establishment of home economics as a profession, increased activity in work over-seas has occurred after each war. "After the Spanish American war there was a large-scale export of American teachers for service in the Philippines, Puerto Rico, Hawaii, and Cuba. Home economics teachers in these groups helped to establish schools and colleges." (100, p. 253)

In the first decade following World War II, opportunities increased for home economists to work in over-seas programs. From the mid 1940's through the 1950's the United States government and international programs such as those of the United Nations, resulted in new openings for people in the profession of home economics. At a conference held

in May 1954 at Teacher's College, Columbia University and sponsored by the American Home Economics Association on "The Home Economist in Expanding Programs of International Service," 118 home economists were described as having worked since 1951 in 40 countries representing every region of the world.

Recent Developments

During the past two decades a number of home economics units in United States universities have been attempting to develop an intercultural-international emphasis within the home economics curriculum. The McGrath report, "The Changing Mission of Home Economics," published in July 1968 draws attention to the fact that three conferences have been held dealing specifically with the selection and training programs of home economists for international service. All the conferences have stressed the need for the provision of a specific type of educational preparation for home economists planning to do international work.

Home economists represent an important segment of professionals working abroad. In 1962 home economists were the fourth largest group serving abroad with the Agency for International Development. At this time, approximately 100 home economists had been released from positions in the land-grant institutions to take over-seas assignments, and one-third of the land-grant colleges had or were participating in home economics contracts abroad. As part of the Fulbright-Hays program, about 31 home economists have gone to foreign assignments for research and lecturing since the inception of the program. World-wide developments have thus begun to give home economists new international opportunities for service to homes and families. Most of these opportunities

materialized through various organizations and agencies such as the Peace Corps. The recent trend in this organization has been toward the increased absorption of recent graduates of the bachelors degree into home economics fields.

The McGrath Report succinctly indicates the rapid and wide increase in the demands for international home economics services: "It is significant that out of the 12,600 Peace Corps Volunteers who had gone over-seas by 1967, only ninety-five had majored in home economics, and only 119 in nutrition--a combined total of a mere 1.7 percent of the entire Corps over-seas. Presently the Peace Corps alone needs dietitians and nutritionists in Colombia and Honduras, extension home economists are needed in Bolivia, Brazil, Chile, Ecuador and Peru." (121, p. 76)

The McGrath report further states, "The swiftly changing conditions of life today and the demands for personnel specially qualified for international service will doubtless rise with the increasing availability of professionally qualified home economists. Hence, it is difficult to make a precise estimate of the number of home economics graduates who might enter international service. The need for even greater numbers of home economists specifically trained for international service could unquestionably be multiplied several times over and yet not meet the prospective demand." (121, p. 76)

Programs Funded by the Agency for International
Development and the Foundations

Following World War II, a noteworthy development was the establishment of formal contracts between certain land-grant universities and colleges of the United States with newly established higher

institutions in developing countries. Generally, the contracts were sponsored by the United States State Department under its Agency for International Development. Kansas State University, for example, has two such contracts; one in Northern Nigeria and another in Hyderabad, India. Other universities with contracts in India and Nigeria are Ohio State, Michigan State, and the University of Illinois. The AID contract is one of the important ways in which home economics has been involved in formal over-seas programs during the last decade.

Other contractual arrangements include foundational support for such programs. Since 1957 the Division of Home Economics of Oklahoma State University has had a cooperative arrangement with the Government of Pakistan and the Ford Foundation to assist with the development of three new colleges of home economics. Iowa State University and the Ford Foundation have had a contract with Baroda, India, since 1960 to provide leadership for the establishment of a graduate program in home economics.

The only long time contract involving home economics in the Latin American hemisphere was that of Purdue University with the Rural University of Minas Gerais, Brazil. This contract terminated in 1964. Currently Ohio State has a home economics advisor working with the Agricultural College in Piracicaba, Brazil, to establish a college of home economics. This is the only university contract in home economics presently in effect in the Latin American countries.

The 1966 International Education Act

One of the recent developments that can have far reaching implications for the home economics profession and foreign service is the

passage of the 1966 International Education Act. This Act, if fully funded and when implemented, will provide new impetus and financial assistance for international programs.

Home economics educators will need to make at least four approaches to meet the new opportunities: 1. They can open their programs to more students from abroad; 2. They can go abroad to help educators in other lands to develop home economics programs in schools and universities; 3. They can train home economists for over-seas duty, either at the undergraduate level for the Peace Corps and other agencies, or at the graduate level; and 4. They can promote the intercultural exchange of professional home economists.

Academic programs in higher institutions in the United States specifically related to the needs of developing nations, and Latin America in particular, are necessary to train home economists for over-seas service. The United States had provided technical assistance to the countries of Latin America in the past and is constantly re-evaluating the existing programs. Qualified home economists can contribute to the success of these programs.

Early History in International Education in Latin America

President Roosevelt's "Good Neighbor Policy" in the 1930's initiated the United States' closer involvement with the countries of Latin America. The Institution of Inter-American Affairs (IIAA) of the United States Government in 1942 was the prototype foreign aid program for Latin America, and although for several years previously there had been expenditures for cultural affairs in Latin America, the IIAA organized the first program of technical assistance to improve health,

education, and agriculture in Latin America. "In 1943 over two million dollars was spent in the field of education alone, and for the next five years United States support continued in education at an annual rate of roughly one million dollars. (121, p. 220)

A product of this first Latin American technical assistance program of the United States, the IIAA, was a unique mechanism for administering foreign aid known as the "servicio" or cooperative service, an institution which has continued for twenty years and is only now being supplanted with other arrangements. "The 'servicio' was established as a joint-funded, joint-staffed, semi-ministerial organization which addressed itself to a specific project. It had the twin advantages of involving Latin America in the co-sponsorship of a project, and its quasi-governmental status permitted considerable freedom to bypass the usual constraints to innovation in development projects." (121, p. 221)

Point Four Program

The Point Four Program under the International Cooperative Administration (ICA) of the United States Government, increased technical assistance programs to Latin America. "Between 1955 and 1961 over 38 million dollars were spent in this program on education alone. This was one-fourth of what would be spent on educational technical assistance to Latin America in 1962 and 1963. In 1961 the Agency for International Development was established." (121, p. 221)

President Kennedy in 1961 incorporated new additions and changes into technical assistance programs for Latin America. "These took the form of a tougher attitude toward self-help measures as a condition for aid; insistence on careful long-term planning; increased emphasis

upon institution building and programs that affect values and aspirations of people; increased attention to education and training as the central key to behavior change; insistence that countries regard aid as temporary, to be supplanted as soon as possible by a country's own resources; provision for evaluation and research on problems of foreign aid; and, for the first time, a large-scale effort to bring to Washington as consultants the best advisors on the many aspects of the problem that could be located in the United States." In this atmosphere the Alliance for Progress Program was conceived. (121, p. 222)

The Alliance for Progress

The Alliance for Progress Program grew out of the pressing need to take action in the face of the growing number of problems facing Latin America. "By the 1960's Latin America's percentage of world trade had fallen off sharply, world prices for coffee and other exports had dropped, and inflation had spread dangerously. Meanwhile the good effects of better health, sanitation, and food production were offset by the population explosion. But most difficult of all was the unrest and dissatisfaction of millions of people, imbued with a new vision of better conditions but with little hope for achieving them under existing institutional arrangements." (121, p. 221)

The Alliance for Progress Program is an attempt to speed up the social and economic development of Latin American countries frequently referred to by the term developing. By other criteria, they are developed countries. They have governmental structures of long-standing, long-established international relationships and educational systems that include large universities, in addition to a long and rich

historical tradition.

In 1961 the Alliance for Progress charter was signed in Punta del Este, Uruguay, by all members of the Organization of American States.

"The charter is a formal agreement by the signatory countries on a program of action including goals and the programs required for their achievement. Provision is made in the charter that each country, before seeking extensive help, must draw up long-range programs and submit them to a panel of expert economists and planners selected by the OAS. These "nine wise men" would counsel and assist each country in evolving its plan and judge its possibilities for execution."

(121, p. 222)

The Alliance for Progress charter formulated a ten-year program in education for the alliance. Its broad recommendations include the development of an overall educational plan for the attainment of defined goals; free compulsory elementary education for all; eradication of adult illiteracy; expansion of vocational education; encouragement of the teaching of sciences; development of school libraries; school scholarship programs, and teacher education facilities.

The Punta del Este Alliance for Progress charter includes specific provisions for amplifying, clarifying and setting priorities for the broad objectives of the alliance and recommends the most appropriate means for initiating the programs. These tasks were to be performed by a small working group known as the Education Task Force and by two large international conferences. The Conference of Education and Economic and Social Development held in Santiago, Chile in March 1962, and the Third Inter-American Meeting of Ministers of Education of the Organization of the American States in Bogotá, Colombia in 1963.

Progress reports from each country were reviewed at the Bogotá conference.

"The objectives of the Punta del Este charter and the planning that followed are now among the general objectives of AID's Latin American Bureau. With the shift towards institution building and self-help, the 'servicio' arrangement which for so many years was the main form of assistance program in Latin American is being phased out." (121, p. 222)

A summary of United States accomplishments in line with the goals of the Alliance for Progress program established in Santiago, Chile in 1962 and reported at the Bogotá conference in 1963 is as follows:

"Goal I--To strengthen the techniques, personnel, and institutional arrangements for educational development planning.

AID assisted in the establishment and the support of the new Latin American Economic and Development Institute in Santiago, Chile, and gave training grants to 30 Latin American planners. In all, AID allocated over 2 million dollars for education and human resource planning and training.

Goal II--To accelerate the construction of schools and to improve the efficiency of school construction.

Since July 1961, AID made available 50 million dollars in loans and grants to help finance the construction of more than 18,000 primary schoolrooms.

Goal III--To expand and strengthen teacher training to enlarge the supply and improve the quality of teachers.

In 1963, AID programmed approximately 2.5 million dollars in nine countries for teacher education. More than 100 teachers were sent to bi-lingual centers in five United States universities at a cost of

about 500,000 dollars.

Goal IV--To develop centers of excellence and regional strength in higher education and research, including scientific and technical institutes.

University-to-university programs financed by AID with 30 million dollars now link more than forty United States universities with fifty Latin American institutions of higher learning in engineering, agriculture, science, education, and administration.

Goal V--To strengthen science curricula and teaching, especially at the secondary level.

In 1964 ten contracts at the university level exclusively in science and engineering and several more which include science, technology, and mathematics are serving to improve university-level teaching and the preparation of teachers for other levels. AID has made 900,000 dollars available to the National Science Foundation to train secondary teachers, to provide teaching materials, and to strengthen curricula in science and mathematics.

Goal IV--To assist students.

One out of every four school children in Latin America is now benefited by school nutrition programs under the U. S. Food for Peace Program.

Goal VII--To expand programs by furnishing low cost books of high educational and cultural value.

Through the AID-sponsored Central American Regional Education Materials Center (RTAC), 850,000 first and second grade readers were distributed to Central American school children by June 30, 1963.

The Regional Technical Aids Center in Mexico City and the recently

established Technical Aids Center in Rio de Janeiro, Brazil are providing increased numbers of Spanish and Portuguese language textbooks and technical publications, subsidized by AID but published commercially.

Goal VIII--To develop an experimental approach in developing new programs of rural education.

Special programs of literacy and fundamental education are underway in five countries.

Goal IX--To stimulate an experimental approach to developing new programs of urban education.

Urban vocational education projects are being supported in several of the countries.

Goal X--To expand international educational and cultural exchange."

(121, p. 223)

The State Department expanded its Fulbright-Hays educational exchange program. In 1962 and 1963, AID under its "participant" training" program was responsible for the training of over 3,000 Latin Americans, most of them in the United States." (121, p. 223)

If the Alliance for Progress which is currently reexamining its goals and objectives for educational programs in Latin America at the request of President Nixon, does succeed in producing strong, economically healthy, peaceful, friendly, democratic countries in Latin America the benefits to everyone will be incalculable. For it to be able to do so qualified professionals are needed in all fields of higher education, including home economists.

Conclusion

The economic and social modernization of developing nations and Latin America, is the concern not only of the United States government but of private and public foundations, colleges and universities. All are concerned with developmental programs directed towards improving conditions created by factors such as the explosive population growth rate, the rapid migration of rural populations to urban centers, the low level of education, and the economic underdevelopment.

International home economics, which by the nature of its program, leads to involvement with people just where they live and endeavors to bring about the improvement of all aspects of family living, can make a contribution towards the solution of problems created by the factors identified as operating in Latin America.

A discussion of the chief characteristics of Latin America will help to provide an understanding of the framework within which home economists can render effective service to Latin American families.

Latin American Social, Cultural and Environmental Characteristics Relevant to Home Economics

Cultural Tradition of Latin America

Two hundred million Latin Americans live in nineteen countries in Middle and South America. "Although following separation from Spain in the second decade of the 19th Century a series of independent nations emerged each with its own set of national goals, ideals and aspirations, and each with its own particular type of economic, social, and cultural problems, the supra-national resemblances today are so pronounced that in anthropological concept, all countries together constitute a single

culture area" (75, p. 3-C). The historical tradition of Latin America is one of exploitation, political instability, and of non-participation by most of the inhabitants, for whom the cycle of life is still the repetition of the lives of their fathers and grandfathers. With today's growing population, even this cycle is not possible. Hence, the standard of living is suppressed at the very moment when the peoples of Latin America see that prosperity is something they can aspire to. A "revolution of aspirations" exists throughout the area.

The whole history in Latin America has been in dramatic contrast to that which started the creation of the United States. "The original motivating force of the European conquest of Latin America was not freedom, not the desire of homes, not escape from oppression, not freedom to worship God according to the dictates of one's own conscience, not a desire to create a better society. It was not the pilgrim, but rather the Conquistador, who came to Latin America, and the goal was gold and silver for Spain." (95, p. 8)

Social and Familial Features of Latin America

A common language--Spanish--is shared by eighteen Latin American countries. Portuguese is spoken only in Brazil.

Although the pattern is weakening today, fairly inflexible social classes still characterize much of Hispanic America. The Catholic Church in the Middle Ages justified a tight class system in which each social group had its particular social and economic function to fulfill. Catholicism in religion is still dominant. This affects family relationships--a vital concern to home economics.

Social and cultural characteristics of Latin America include the large size of the extended family, the importance of the resulting

relationships, and the dominance of the male in family relationships. "The Latin American family is bilateral. The mother-child relationships are one of the most important within the whole system. The mother, to the Latin male, is a person of respect to whom one has certain obligations. The maintenance of a strong bond between siblings is to be found in various class sectors. Lateral relationships not only in the area between the extreme top and bottom classes but within these two sections hold great importance." (1, p. 140)

"The external forms of human relationships are more highly stylized than in more hurried societies, and courtesy for its own sake is elaborately developed. Personal and national pride are great, and dignity and face must be preserved" (75, p. 4-C). "Personalismo"--an effective personal working relationship with the right people--rather than impersonal principle is most often the basis on which government and business function. Additional characteristics include "the prevalence of fatalism; paternalism; strong bonds of familism and ritual kinship (compadrazgo), coupled with a high value on the dignity of the unique person; a strong formal emphasis on centralization of authority together with an emphasis on the adeptness of the individual" (1, p. 151).

The household is a basic kin unit in Latin American society. Its particular form and the quality of the relationships within it are set by the source and amount of wealth that it has available. The economic support of the household is ordinarily the husband's work. In the poorer sectors, the wife or woman may have to supplement the man's earnings or provide the major support. In the middle income groups the men are still assumed to be financially responsible, but the older traditional role of the man as the protector and "boss" is being

weakened by the increasing numbers of women entering the labor force.

The Middle class in large Latin American cities is composed of a rapidly increasing group of first-generation professionals and white collar workers in business and government. "This middle class is unique in that its members value freedom from manual labor, and experience special pleasure from social behavior usually associated with the upper class. There is significant disparity between their low incomes and high standards of consumption for items of high display value such as housing and clothing. Thus, in contrast to the middle class of other world areas, the Latin American metropolitan middle class has not developed an emphasis on savings." (1 , p. 258) The social issues relevant to home economics are taken up in detail in Chapter IV.

Population Growth Rate

Population structure and social organization differs widely among the 19 countries. However, "the cardinal fact about the peoples of Latin America is that they are growing rapidly in numbers. Estimates for the region as a whole place the growth rate at 2.75 percent and certain regions are expanding more rapidly than this. Middle American countries have rates varying from 4.4 percent in Costa Rica to 2.7 percent in Panama!" (99, p. 258) This growth is principally the result of improvements in public health and environmental sanitation. If this rate of population growth continues, a minimal increase in output of almost 3 percent per year will be required just to feed and clothe the additional people at the same low average level of today.

"A rapidly growing population has a broad-based age pyramid; the ratio of children and young people to mature and old is very high. Thus, there are relatively fewer economic producers and relatively more

consumers. This obviously has consequences for the distribution of income and problems of economic development." (99 , p. 280).

There is more cultural variation within a Latin American city than within most United States cities. The largest proportion of the population lives, in one sense, outside the stream of city life, differing little in many respects from inhabitants of rural areas; as a matter of fact a large proportion of these Latin American city dwellers have recently migrated from the rural zones. "It is estimated that the urban population increased from 39 percent to 46 percent of the total population between 1950 and 1960." (73 , p. 11).

Nutritional Status

The importance of agriculture in the over-all development of the economy is regarded by many persons concerned with Latin America as the major factor currently limiting development in this region. "One of the characteristics of less developed countries is their heavy dependence upon agriculture. In Latin America as a whole, approximately 50 percent of the population is now considered urban, and slightly more than half of the labor force is employed in nonfarm activities. The proportion of rural population varies between countries from as high as 70 percent to as low as 20 percent. In 14 of the 19 countries, the agricultural sector contributes more to total national output than any other single sector, and for the region as a whole, it is second only to manufacturing in its contribution to national income." (73 , pp. 5-8)

Agricultural production in Latin America is not increasing rapidly enough to provide an adequate diet for the growing population nor the exports needed to earn foreign exchange. Poor nutrition, food scarcity, rising food prices, and imports are the result. Overcoming the problem

of low productivity in agriculture is crucial to the economic development of Latin America.

Guidelines that call for minimum daily consumption of 2,500 calories and 71 grams of protein per person have been established for Latin America. "As measured by food availability figures, only Argentina, Mexico, Paraguay and Uruguay surpass these guideline figures; all other Latin American countries fall below the guidelines. These nutritionally deficient countries range from 'somewhat below' to 'far below' adequate levels of nutrition based on global food-availability data" (73, p. 6).

In some countries where income differences are great, as is true in most of Latin America, "an average food availability figure meeting the guidelines can hide the fact that 20 percent of the population may be well-fed, 40 percent may have diets somewhat deficient in quantity and quality of food, and the remaining 40 percent of the people may have very inadequate diets consisting largely of starchy carbohydrates" (73, p. 6).

Rapid growth of urban populations, and especially the large number of rural unemployed and underemployed, has intensified the problems of food scarcity and distribution.

The extent to which nutrition can be improved for the half of the population that now have deficient diets will depend not only on agricultural growth and the rate that development takes place, but also on social and economic policies affecting income distribution.

Migration of Rural Populations to Urban Centers

The phenomenon of urbanization is a normal and necessary aspect of the development process. "The outmigration of the rural population to

the cities has been especially rapid in Latin America and has created severe social and economic problems. While rural population is increasing in some countries by as much as 1.5 percent annually, high rural birth rates and heavy migration to the cities is causing urban population to grow at rates up to 5 percent per year" (73, p. 7).

The migration of rural population to urban centers is causing a proliferation of "shack towns" to be found in almost all the major capitals and larger provincial cities in Latin America. Brazilian "favelas," Chilean "callampas," Peruvian "barriadas," and Guatemalan "colonias" are growing with increasing numbers of provincial people. Economic necessity is the prime mover, but the choice of the city seems to lie in the known availability of educational facilities in the city, and the belief that jobs are more available there. "Seventy-five to eighty percent of the population of Latin America lacks adequate housing" (98, p. 87).

The trend toward urbanization of Latin American society has meant an influx of untrained and unskilled persons into the large cities intensifying the need for teaching basic labor skills and for creating a place in society for these individuals who potentially form a politically volatile group.

Educational Level and Literacy

Within Latin America there are great quantitative differences in the educational situation of individual countries and within the same country. "The countries can be classified from a more favorable to a less favorable status as follows:

- Group I--Argentina, Uruguay, Chile, Costa Rica, Cuba, and Panama

with an illiteracy rate under 30 percent;

- Group II--Paraguay, Colombia, Mexico, Ecuador, Venezuela, Brazil, Peru, and possibly the Dominican Republic with 30-60 percent illiteracy;
- Group III--El Salvador, Nicaragua, Honduras, Guatemala, Bolivia, and Haiti with over 60 percent illiteracy" (73, p. 9).

Forty to 45 percent of Latin Americans 15 years of age and older are probably illiterate, if the criterion of inability to read and write is used. Illiteracy is, however, decreasing.

"The Latin American census indicated that the average educational level varied from 4.2 years in Chile to 0.5 years in Haiti. The average number of years completed by those who had attended school was 4.4 ranging from 5.3 years in Chile to 3.2 years in the Dominican Republic" (96, p. 19).

In 1950 perhaps 10 percent of the 15 year-and-over group in Latin America had completed primary school, 6 percent had had some secondary level education, 2 percent had completed a full secondary program, and one percent had begun some form of higher education. (96, p. 20)

Economic Development

Today, the Latin American countries are at widely different stages of economic development, ranging from very poor, simple economies to relatively complicated ones. In a world context, many Latin American countries are in an intermediate economic stage of development which is characterized by the following interrelated processes:

1. From agricultural to non-agricultural activities (reflected in changing employment structures).

2. Subsistence economy to commercial (local self-sufficiency to regional specialization).
3. Isolation to integration (improvement of transport facilities).
4. Rural to urban settlement (increased concentration of population in limited areas).
5. Illiteracy to literacy." (46 , p. 121)

Conclusion

A summary of the factors operating in Latin America which are for the most part responsible for the present stage of economic and social modernization of Latin America and which give rise to areas of emphasis in home economics include:

- The Explosive Population Growth Rate
- Rapid Migration of Rural Populations to Urban Centers
- Low Level of Education
- Economic Underdevelopment.

Home economics which has been defined by the International Federation of Home Economics as: "The exact and reasoned knowledge of all problems relative to the home (and family life); and research and dissemination of research concerned with food, clothing, shelter, health and human relationships," is uniquely qualified to contribute to the solution of problems created by the operation of the factors.

Home economists specifically prepared to serve families in developing nations and Latin America require a program of study which includes areas of emphasis directly related to the conditions existing in the Latin American society. Home economists require an academic program which will qualify them to contribute towards the selected

social and economic problems:

- Increasing the production and management of family resources,
- Raising the nutritional status,
- Developing technical skills for wage-earning of adults and youth,
- Improving the status of health in all age groups,
- Improving housing conditions and facilities,
- Fostering the role of families for community development.

Undergraduate home economics curriculum guidelines related specifically to the needs of developing nations and Latin America in particular, can contribute towards the effectiveness of home economists serving over-seas. The framework that has been designed for the guidelines concerned with the development of an undergraduate intercultural-international service curriculum contains three components, i.e., general education studies, education in home economics for professional competency, and the professional intercultural-international concentration. The guidelines are presented in detail in Chapter V.

Some units of home economics in United States colleges and universities have made progress formulating a rationale in international education programs. To aid in developing guidelines for an undergraduate international education program in home economics the international programs at four land-grant institutions were studied. A review of the programs is included in Chapter III.

CHAPTER III

REVIEW OF INTERNATIONAL EDUCATION PROGRAMS RELATED TO HOME ECONOMICS AT FOUR LAND-GRANT INSTITUTIONS

As a prologue to the formulation of guidelines for an intercultural-international program in home economics, the already established procedures at the following land-grant institutions were studied: Iowa State University, Michigan State University, the New York State College of Human Ecology at Cornell University (formerly designated as the New York State College of Home economics at Cornell University), and Oklahoma State University. All available information from reports and catalogues of the various institutions and from personal interviews was examined, not, however, for the purpose of comparing and contrasting or even evaluating the programs per se, but in order to better understand and appreciate the problem areas in developing an international program. The diversities in the four institutional programs, evident manifestations of different historical developments and philosophies, not only revealed specific information as to the individual university administrative organizations, faculty and student involvements, home economics curricula, and funding through grants-in-aid, but also offered greater insight into possible bases for a well-defined, vital international program in home economics that would be flexible enough for adaptation on any academic level. This study revealed also the need for continued research and for possible, and highly probable, accommodation to changing conditions. The dimension seems illimitable.

A general survey of the status of international educational programs at the institutions listed above indicates the following data: Iowa State University is currently implementing a university administrative organization which will make international education available and more extensive to a greater number of students. For a period of time Michigan State University has maintained a leadership position in its strong commitment to integrating the international dimension into the undergraduate general education courses of all students. Cornell University's major emphasis is at the graduate level, a fact attributable to this institutions' leadership in the establishment of international centers and institutes. Oklahoma State University has established international studies in the College of Arts and Sciences and is in the process of developing programs in the professional colleges, including home economics.

The international dimension within the home economics units of the four universities studied also varies. The College of Home Economics of Iowa State University offers a major in international service at the undergraduate level, chosen by only a limited number of students to date. Undergraduate students of home economics at Michigan State University benefit from the international emphasis in the required general education courses taken by all students at the university. Students at the New York State College of Human Ecology at Cornell University may elect an emphasis in international education at the graduate level. Educational home economics programs at the undergraduate level provide some cross-cultural experiences. Students of home economics at Oklahoma State University are required to take a Freshman course in home economics for Contemporary Living which includes aspects of other cul-

tures, in addition to several elective courses which incorporate the international dimension. In addition, a plan is available for undergraduate and graduate students who wish to prepare for international service, or to include an international dimension in their programs.

A very important responsibility of a college or university home economics unit is for the faculty to adopt to the extent possible the international dimension as an official and significant part of the total program. This was recognized to some degree by the universities included in the study; however, plans for the future would strengthen the commitment.

Iowa State University

Historical Development of International Education Programs

Since its founding in 1858, Iowa State University has been dedicated to serving the educational needs of the people of Iowa and of the nation, and has occupied a leadership position in research and other educational activities. In varying degrees, the university showed an awareness of the culture, science and technology of other civilizations and countries, but was for the most part domestically oriented until World War II.

For close to twenty years administrators and faculty have been considering requests received from outside the University regarding participation in international programs abroad. The majority of the requests came to departments within the Colleges of Agriculture and Home Economics, but more recently, other parts of the University have been included and are participating in international activities. Iowa State University has participated in contracts abroad, as faculty members felt that they had the necessary professional competence and

interest. Generally speaking, however, the programs have operated on an individual professional college basis. The University has recognized the value of coordinated effort to synchronize the programs among the various colleges and departments for greater benefit by the undergraduate and graduate programs.

University Administrative Organization for International Education

Iowa State University has felt "the need for international activities of the University to evolve with more consistent purposes, greater commitment by the University, and more integration among international programs as well as between these programs and other functions of the University." In fulfilling this need, the University has recently been conducting a study in regards to the kind of administrative structure that best implements the international dimension of the University in its component parts. (105, p. 1)

In December 1967 the President of Iowa State University appointed a university-wide committee on International Programs. The Committee consisted of ten faculty members who were charged with conducting a study of the role of Iowa State in international affairs. Seven subcommittees were formed consisting of fifty faculty members representing the several colleges and various disciplines throughout the University. Members of the Committee on International Programs served as chairmen of the subcommittees. The Committee on International Programs issued a report entitled "Iowa State University's Role in International Affairs" in December 1967. The report recommends "that the international programs at Iowa State should be coordinated at the central administrative level. Means of operationalizing this coordination must

necessarily include 1. providing a structure that will foster integrated and coordinated programs; 2. proposing means of staffing that will encourage progress towards achievement of the international dimension; 3. locating the financial resources which will make such programs feasible." (105, p. 85)

Iowa State University is in the process of establishing an Office of International Programs responsible to the Academic vice-president. The President of the University has very recently appointed an International Programs Council of administrators, faculty and students to work toward the implementation of the recommendations of the Committee on International Programs report. The vice-president for Academic Affairs will serve as chairman of the eleven-man committee. Iowa State University has an active office of Foreign Student and Visitor Service.

Faculty Experience in International Education

Many staff members at Iowa State University have had foreign experience. In 1967 a faculty survey was conducted through the means of a questionnaire designed to obtain the views, interest and experiences of staff members in international education activities. Eighty-six and one-half percent of the entire faculty responded to the questionnaire. "Approximately 50 percent of the 1265 staff members included in the study have worked or traveled outside the United States for non-vacation purposes. About 70 percent of the staff reported reading, writing, or conversational ability in one or more foreign languages. Of the graduate staff, 26 percent had conducted studies or research abroad, 11 percent had taught abroad, and 19 percent had engaged in technical aid or consulting abroad. During the past five years 41 percent of the

graduate staff have served as major professors to foreign graduate students." (105, p. 78)

Since 1960 456 members of Iowa State's staff have gone abroad to take advantage of Fulbright scholarships and to enter into individual agreements with funding agencies (USAID), Ford Foundation, consulting firms, industry, universities over-seas and foreign countries, to give technical assistance for periods ranging from three weeks to four years. In 1966, 52 faculty members, including some from home economics, took leaves of absence without university pay for one month or more to participate in various types of over-seas assignments.

Home Economics Curriculum in International Education

Iowa State University is currently the only land-grant institution offering a major in home economics in international service. The international service curriculum is "designed to provide students with a background for participation in governmental agency programs such as the Peace Corps, Voluntary International Service Assignments (VISA), and Operation Crossroads Africa, as well as to provide an opportunity for young women to become oriented to national and international affairs as part of their responsibility of citizenship in its broadest sense." (104, p. 227)

The home economics courses within the international service major at Iowa State are open to all students. Students within the curriculum can select an emphasis in foods and nutrition, family environment, or child development and family relations in addition to international service. A home economics core curriculum comprising roughly 50 percent of the total credits is required. Areas of concentration of 18-24

quarter credits are utilized rather than a major-minor distribution. Interdepartmental seminars related to education for developing nations are included in the international service major. An example is that of the Adoption and Diffusion of Innovations seminar taken by students of home economics and conducted by the department of sociology of the College of Agriculture.

Iowa State's College of Home Economics prepares undergraduate students in the international service major for work over-seas with an option in non-Western or Latin American studies. The curriculum which encompasses a total of 180 quarter hours in a four year program includes six credits each in international economics, international geography, history of United States Foreign Policy or Western Civilization, international political science, sociology and anthropology, six in a single non-European area, in addition to eighteen credits in a foreign language, twenty-six elective credits, and sixty-three quarter credits in home economics.

Although students in the international service curriculum do not gain experience abroad in an over-seas study program prior to the completion of the four years program, they are encouraged to test their commitment with summer experiences on a personal basis. The experiences can be either abroad or with disadvantaged minority groups within the United States.

Iowa State's College of Home Economics has organized work-study programs in public health nutrition for migrant workers in Muscatine and Mason City and in Settlement Houses in Des Moines, Iowa. The work-study programs are not restricted to the international service major.

Students in the Home Economics International Service Major

Students interested in pursuing an educational program in international service must meet the requirements stipulated for the admission of all students at Iowa State University. Students are admitted to the international service major as Freshmen, Sophomores, or Junior year students.

The selection of students to the program is effected by means of satisfying all-university requirements, personality tests, and a personal interview administered by the faculty member responsible for selection and guidance of the program. Guidance and counseling are provided throughout the four years by a faculty advisor. The students who have enrolled in the international service major demonstrate the value of having a qualified faculty member with extensive experience abroad in charge of the international service student selection and guidance. The writer interviewed four of the students currently enrolled in the international curriculum and was impressed by the commitment and understanding of each of these students in regards to the responsibilities encompassed in service abroad. Recruitment, selection, and guidance had been provided the students by the faculty advisor to the program.

Students in the international service curriculum at Iowa State's College of Home Economics are encouraged to test their commitment to international service by participating in summer programs abroad with voluntary organizations such as American Friends Service Committee, Operation Crossroads Africa or other work programs. Five students are currently enrolled and four have graduated from the international service major in home economics.

Research in International Education

The College of Home Economics at Iowa State University has an institution-building contract in Baroda, India, to provide leadership for the establishment of a graduate program in home economics. Research has been conducted as an integral component of this program. In addition, many students from other countries, including Latin America, have developed research studies under the guidance of Iowa State's home economics faculty. Emphasis is placed on developing an understanding of research theory and process, which the student applies upon return to her home country. Iowa State believes that research should make a contribution to the needs of the foreign country, and that it should be a study of the particular situation, needs, and attitudes of the other country.

Iowa State's College of Home Economics has currently entered into an agreement with the Peace Corps to train volunteers for Costa Rica, Guatemala, Honduras, and Panama.

Michigan State University

Historical Development of International Education Programs

In the history of international education Michigan State University early became one of the universities which has had a greater involvement with developing nations and faculty participation in international programs. Michigan State University's activities in international education date back to 1947 when the university signed a cooperative agreement with the Inter-American Institute of Agricultural Sciences in Costa Rica. The Social Research Service of Michigan State University

entered into the agreement with the Institute of Agricultural Sciences to enable the Latin American specialists and graduate students of the Department of Sociology and Anthropology to assist in the social and economic studies conducted in Costa Rica and elsewhere in Latin America.

The international program with Latin America was initiated two years before President Harry Truman's inaugural declaration established the Point Four Program to help people of underdeveloped countries to help themselves. In a report published by Education and World Affairs, the Point Four Program is described as follows: "Point IV marked the beginning of a deep involvement of American universities in world affairs. The federal government, having drawn heavily on the country's academic resources during the war, now discovered that American colleges and universities held large numbers of resource people who were available to assist in implementing national policy in international affairs. Contracts were made with American universities to work with institutions abroad to solve the development problems of the emerging nations. One of the first contracts was made with Michigan State University."

(71 , p. 49)

The 1940's introduced the period during which Michigan State University, along with many other universities and colleges, had to experiment and determine the appropriate roles and functions that higher education institutions could and should perform in the world.

President John Hannah summed up the Michigan State University approach: "Just as the problems we face as a nation are broad and not tied to a limited number of fields or disciplines, the Michigan State University approach to its technical assistance activities is broadly conceived. We have not, and we do not, anticipate creating relatively

isolated pockets of international studies on our campus. Instead we are trying to create a general environment and an international dimension which will permeate all relevant segments of the university over the years ahead." (131, p. 5)

Michigan State University in the early 1950's, with support from the Federal Government, engaged in two major over-seas projects in Latin America. The first project provided the National University of Colombia technical assistance in the development of two agricultural colleges at Medellin and Palmira. The second project was to establish the first Brazilian School of Business Administration in Sao Paulo, Brazil. Two projects were introduced into the Far East at this time. One concerned the newly founded University of the Ryukyus, and the other was with the Republic of Vietnam in the field of public administration.

In 1956 President Hannah appointed the first Dean of International Programs to administer the over-seas contracts and encourage the academic development of the international programs on the campus. In 1958 and 1959 an intensive study of the University's international involvements was undertaken. An evaluation of this nature would seem to be essential for determining a university's objectives in international programs. Agreement by the faculty in charge of the study was reached on the desirability of expanding the international dimension at Michigan State, and proved influential in providing the framework to allow the University to move towards the leadership position it occupies today in international education.

University Administrative Organization for International Education

The Office of International Programs of Michigan State University during the period from 1956 to 1960 established the outlines for a coordinated and integrated approach to planning and managing over-seas projects. Faculty interest and commitment were assessed in a year-long series of seminars as a basis for establishing area centers and functional institutes to facilitate faculty and graduate student research abroad. The relationship between over-seas projects and on campus developments was analyzed, and steps taken to increase the returns from over-seas projects to teaching, research and service at Michigan State. Exchange programs and foreign student services were integrated into International Programs, and an international extension function was created.

The Office of International Programs at Michigan State University currently consists of a Dean, an Associate Dean, Assistant Dean (research), Assistant Dean (over-seas operations), Assistant Dean (exchange programs), Assistant to the Dean (administration), and secretarial and supporting personnel. The Dean of International Programs reports to the President of the University on all matters pertaining to over-seas projects; to the provost for international developments involving the campus, such as area centers, institutes, research, and curriculum; and to the vice president for Student Affairs on foreign student matters.

The responsibilities of the Office of International Programs of Michigan State University include both line and staff functions. The primary line function related to over-seas projects operations, as all

project administrators are administratively responsible to the Dean of International Programs. The primary staff function is the strengthening of research and of academic programs. The influence of the Office of International Programs is exerted through consultation and ad hoc committee discussions, and partly through the area centers and institutes. The Office of International Programs administers the funds received from foundations and grants-in-aid.

Michigan State University has recently determined the broad goals for programs in international studies at the University. The goals are to encourage a growing commitment to the international dimension in research, teaching, and service throughout the University so that the future graduate will better understand the impact of international affairs on his professional career and personal life; and a strong research specialization in the international field, to provide a sharp focus, and assure consideration in depth of fields which appear to be most important internationally. Communication, cooperation, and coordination for the international dimension are provided by the Office of International Programs.

Scholarship, research, technical assistance, and other specialized functions of Michigan State's international activities are found in decentralized area study centers for Africa, Asia, and Latin America. Study programs have been established for Canada and East Europe, and institutes for agriculture, business, communication, and education. Michigan State University has an outstanding international library.

In 1969 the Office of International Programs of Michigan State University coordinates the resources and programs in international education, stimulates and supports the academic and research programs,

develops and facilitates the technical assistance programs, represents the University officially in its international dimension, and specifically assists in the establishment and development of area studies centers and functional institutes. The opportunity and responsibility for international programs are currently more directly the province of the faculty.

Faculty Experience in International Education

A faculty--professionally competent, informed, and responsive to the international dimension--is the university's key resource. Since the end of World War II, there are few faculty members, including those in home economics, who have not worked or traveled abroad; and most plan to do so during their careers at Michigan State. Michigan State University realizes the importance of experience in international education for the faculty, and encourages staff to become involved in foreign work and study situations which will add depth and breadth to their professional competence. Michigan State has a well-institutionalized sabbatical leave program for faculty members. Supporting services for faculty, in addition include a computer center, a statistical laboratory, and a superior library.

A faculty survey conducted by the International Programs Review Committee of Michigan State University in 1967 indicated that of those responding: "24.5 percent staff members had been involved in curriculum development dealing with increasing the amount of international emphasis in course offerings; 12.4 percent had taught one or more courses in the past two years which were primarily international; and 21.5 percent had taught courses somewhat international in emphasis.

Ninety four percent of the faculty favored strengthening the international emphasis of Michigan State." (131, p. 50)

Home Economics Cross-Cultural Curriculum Offerings at Michigan State

The College of Home Economics at Michigan State University is one of the largest in the United States. There are four departments in the college, i.e., Family and Child Sciences; Foods and Nutrition; Institution Administration; and Textiles, Clothing, and Related Arts.

The Social Sciences and Humanities general education course requirements within the curricula of Home Economics taken by students in the University College focus strongly on international education. In addition, at present all undergraduate programs of study in the College of Home Economics include a central core of five courses required of each student. The core includes knowledge of human nutrition, human growth and development in the family, decision-making in the family, the design for living, and a senior seminar. The cross-cultural dimension is included in the four subject courses in varying degrees. The design course uses illustrations from all different cultures to develop an awareness of design quality. The human growth and development of the family looks at basic human needs in all societies, pertaining to child rearing and family structure in different cultures. The family course in decision making includes case studies, materials from various strata in the United States society, in addition to a discussion of international family values and patterns of decision-making.

To prepare students for the variety and diversity of professional opportunities available for home economists, several different majors leading to a bachelor's degree are offered at Michigan State. Each major

program is planned to provide the student with a broad general education, the necessary preprofessional and supporting courses in the basic sciences and/or arts, and a concentrated professional sequence in home economics. A considerable portion of each program is free for electives, and students interested in international education can select a program but not a specialization in international service at the undergraduate level. Graduate students in home economics can specialize in one of the areas within home economics and on international education.

An international service emphasis could conceivably be developed within the undergraduate home economics majors in teaching, community services, communications arts, and general home economics. These four programs of study combine breadth in home economics subject matter (requiring courses beyond the core in each of three departments: Family and Child Sciences, Foods and Nutrition, Textiles and Clothing and Related Arts) with professional and elective courses in other areas. The electives within the programs could be utilized by an interested student in consultation with her advisor, to develop an emphasis in international education. In some cases, this would require more than minimum credits for graduation.

Although the cross-cultural dimension is included in some home economics courses at Michigan State University, it is not predominant. There are courses which, while not listed by title as having an international dimension, nevertheless, may include extensive foreign material because of the professor's over-seas activities and experience.

Over-seas Study Programs for Michigan State Students

Undergraduate home economics curriculum at Michigan State University, as in the four universities included in the study, currently do not incorporate a work-study experience abroad although programs are being developed in other disciplines at the university. The Latin American Studies Center, the Spanish Language Program and the Office of International Programs of Michigan State surveyed the opportunities for language and area training in Latin America. Exchange programs have been established in Toluca, Mexico, and with the University of the Andes, Bogotá, Colombia. In addition, Michigan State University students will have the opportunity to take part in the summer program in languages and literature at the Universidad Ibero-Americana in Mexico City. Michigan State currently has an agreement with the American School in Guatemala titled The Guatemalan Project, in which students of the College of Education have an opportunity to observe teaching methods and learn how people live in a culture different from their own.

Research in Latin America

The Michigan State University Latin American Studies Center was organized in 1963 "to facilitate the professional efforts and development of students and scholars, and to promote further research on Latin America. The purpose of the Center is to bring together the various resources of the University so as to further the University's academic and program interest in Latin America. It works to enrich the content of courses dealing with Latin America, to encourage the presentation of new courses, to build the library collection on the area, and to attract Latin American specialists to the campus. In addition, it is responsible

for publishing materials on Latin America, for providing an interdisciplinary focus for faculty members interested in Latin America, and for improving the effectiveness of Michigan State University's technical assistance to the region." (130, p. 15)

The Latin American Studies Center provides grants to professors to carry out research in the area of their interest, and to allow them time from teaching responsibilities to publish new information and develop new courses. In 1968, the Center administered funds in the amount of \$11,000, which were assigned to seven faculty members to conduct research. Research fellowships are made available to graduate students to collect data for their dissertation over-seas. Five graduate students, one in home economics, received grants in 1968 for pre-doctoral field work. The Center encourages individual and multidisciplinary research by individual scholars and group research efforts. The Center is currently serving as coordinator of the multidiscipline Food Marketing Study under way in Brazil, Bolivia, and Colombia. A home economics staff member is participating in this study. Data is being collected in Colombia on the beliefs and practices of women in the feeding of infants and young children.

The College of Human Ecology of the State
University of New York at Cornell

Historical Development of International Education Programs

The international dimension of Cornell University emerged early in its history. The University was founded in 1868, and students from abroad have been enrolled there ever since.

Cornell University's physical involvement over-seas was developed far earlier than at most American universities. "As a result of a personal relationship between the American faculty members of the University of Nanking in China, and Cornell's Department of Plant Breeding, a program was established in 1924 under which Cornell agricultural experts worked in China until 1931. This was one of the pioneering cooperative efforts between universities directed toward increasing a nation's food supply, and was the first notable example of the university-based technical assistance programs which became the standard technique in dispensing United States foreign aid after World War II." (71 , p. 182)

To an even greater degree at Cornell than at most other American universities, World War II represented a time of challenge and focus in relation to international studies. Cornell University trained language and area specialists for the Army's Specialized Training Program. Cornell was one of the ten "core" campuses where the program was established in 1943. This experience, together with the existing research and teaching strength of the university, and the long-standing international interests of many faculty members, led to Cornell's post-war growth of area studies.

The two decades following World War II brought expansion and diversification of Cornell's international dimension both on campus and over-seas. In the late 1940's and early 1950's the area studies programs which have involved a strong over-seas field research component attracted foundation support. Cornell University field stations were established in Peru, the Philippines, India, Thailand, and Indonesia during the late 1940's.

Cornell's department of sociology and anthropology in the late 1940's received a grant from the Carnegie Corporation to conduct comparative studies of technological change in the Far East, Canada, the southwestern United States and in Peru. The site chosen for study in Peru was the Andean "hacienda" (estate) of Vicos, about 250 miles north-east of the Peruvian capital city of Lima. Forty thousand acres located in a valley known as the Callejon de Huaylas are inhabited by 1,7000 Quechua-speaking Indians who had been bound to the land as serfs since early colonial days. Vicos belonged to the State and was rented out to the highest bidder every five or ten years.

Late in 1951 Cornell University rented the hacienda for a five-year period to conduct an experiment in modernization. In collaboration with the Peruvian Indianist Institute, "Cornell initiated a program of induced technical and social change to see whether an unproductive, highly dependent society could be transformed into a productive, independent, self-governing community able to take its place in a modern state."

(71, p. 184)

By 1957 the members of the community of Vicos, the Quechua Indians, had assumed complete responsibility for their community affairs. The community finally gained complete legal control of its land and affairs in July, 1962.

The project at Vicos was a field training program for anthropologists and other social scientists from Cornell, in addition to being utilized as an anthropological field station where scientists from a number of other institutions, including the University of San Marcos of Peru, could collect data pertinent to a wide range of specialities.

The Carnegie Corporation in 1960 provided Cornell, Harvard, and Columbia Universities with funds to conduct an inter-university summer field program. The basic idea was to have selected undergraduates participate in current social science field projects abroad. Cornell's study in the Callejon de Huaylas of Peru was utilized to provide intensive field experience for these students.

Cornell University was chosen as the center for the training of members of the Peace Corps to be sent to Peru in 1960. Since the summer of 1962, approximately 380 Peace Corps volunteers have studied at Cornell. In the autumn of 1962 the Cornell Peru Project contracted with the Peace Corps to study the impact of its volunteer programs upon rural Andean Indian communities.

The most extensive postwar program in which Cornell was engaged over-seas was a project of the College of Agriculture. This was the Cornell-Los Banos Project, financed by AID, in which the College of Agriculture of the University of the Philippines at Los Banos was rebuilt and strengthened. Between 1952 and 1960, 35 professors from Cornell served in the Philippines for a year or longer. In addition 83 faculty members from Los Banos were sent abroad for additional training, and a majority of them studied at Cornell University.

By the mid-1950's apart from its commitments in Peru and the Philippines, Cornell had projects underway in a broad variety of disciplines. In the 1950's the university's Social Science Research Center held a series of interdisciplinary faculty seminars. The Center for International Studies grew out of a recommendation of a Faculty Committee on International Affairs and was established in 1961.

Cornell University today offers an exceptional range of resources for the study of contemporary international affairs. The different colleges and professional schools of Cornell University present a great variety of courses and offer an exceptional range in international studies. In addition, concentrated instruction is offered by a number of specialized international programs. The combined resources of Cornell University are particularly strong with respect to the study of modernization in the world's less developed nations." (53, p. 5)

University Administrative Organization for International Education

Cornell's Center for International Studies does not have a separate faculty nor does it offer instruction. Instead, the projects and research activities in international studies, as well as the various programs and committees associated with the Center challenge the university faculty.

The purpose of the Center has been stated in the 1968-1969 Center for International Studies Announcements of Cornell University as follows: "To facilitate and encourage research and teaching dealing with international affairs and to serve as a focal point for their discussion. . . . The Center for International Studies is a coordinating agency, serving the University and drawing upon its faculty for specialized projects and programs. The center brings to the campus visiting professors and research fellows who give interdisciplinary courses and seminars." (, p. 5) A teaching program conducted by members of the permanent Cornell faculty is also being developed at the undergraduate and graduate levels to supplement the regular offerings of the University's separate schools and departments. In addition, the Center

provides advice and assistance to personnel in Cornell commitments abroad.

International studies at Cornell University are characterized by a great variety of programs. The largest are the China program, the International Agricultural Development Program, the Latin American Program, and the Southeast Asia Program. A number of smaller programs have, in addition, been active over the years, such as the Committee on African Studies, International Legal Studies, the International Population Program, the London-Cornell Projects, the Modern Indonesia Project, the South Asia Program, the Thailand Project, and the Committee on Soviet Studies. The Center for International Studies stimulates cooperation and integration among the programs.

The Ford Foundation has supported Cornell University's work in international studies to a great extent by means of two large grants. In 1965 the Ford Foundation provided an additional grant to encourage Latin American studies in the International Agricultural Development Program of the New York State College of Agriculture at Cornell. The administrative salaries and expenses of the Center for International Studies are, however, drawn from University funds.

Most of the specific teaching and research in international studies carried on in the name of Cornell University are conducted by individual faculty members, and are financially supported either by one of the Cornell academic divisions, by one of the area or interdisciplinary programs, by the Center for International Studies, or by sources outside the University. The Center for International Studies provides coordination, advice, and administrative support for these activities.

The Center for International Studies of Cornell University consists of the Executive Committee which is composed of two officers of the University, the officers of the Center, and fourteen faculty members having major responsibilities or interests in international studies; the directors of the four major area programs, four members of the Center elected at large, and six deans or their representatives. The Deans of the Colleges of Agriculture and Arts and Sciences, and of the School of Industrial and Labor Relations, Law School, and Graduate School of Business and Public Administration are permanent members. The Chairman of the Executive Committee is the vice-president for research and advanced studies. Additional members of the Executive Committee are the director, associate director, and one additional vice-president of the University.

General membership in the Center for International Studies includes those faculty members who have a continuing commitment to research or teaching in international studies. Nominations are submitted by deans, department chairmen, program directors, and existing members, or individual faculty may apply directly for membership.

Faculty Experience in Latin American Educational Programs

Cornell University faculty members have extensive experience in Latin America. In 1961 the Latin American Committee, currently composed of thirty-one faculty members, was established. All members have had experience in research and teaching in Latin America. The membership includes faculty from fifteen departments in five different colleges of the University, amongst which is the Department of Human Development and Family Studies of the College of Human Ecology.

During the summer of 1968 the first intensive Latin American Language Program was offered at Cornell University. Eight or ten-week courses were offered in elementary Quechua and elementary and intermediate Portuguese. (Beginning Spanish was offered in the regular summer session.) The availability of Latin American languages facilitates the development of strong graduate programs for Cornell students minoring in Latin American Studies, and strengthens Cornell's position as a major regional center for the teaching and study of Latin American subjects.

Home Economics Curriculum and Cross-Cultural Offerings in International Education

The College of Human Ecology at Cornell University is a state-supported statutory college, one of several professional schools and colleges of the State University of New York.

The College of Human Ecology of the State University of New York, as part of Cornell University, gives students the opportunity to elect study in many fields. Of the 120 credit hours required for the degree, about one-third are from basic courses in the biological, physical, and social sciences and the humanities; at least one-third from courses in home economics; and about one-third from elective courses in the various colleges of the University.

The five departments within the College of Human Ecology are Human Development and Family Studies; Food Management and Human Nutrition; Community Service Education; Consumer Economics and Public Policy; Design and Environmental Analysis. The Department of Communication Arts is a joint department with the New York State College of Agriculture.

The College of Human Ecology of the State University of New York has stated the aims of the undergraduate home economics program as being that of providing, through the facilities of the College and the University, a liberal education in the social and natural sciences, the humanities, and the arts; and of providing specialized instruction based upon these disciplines, as preparation for professional careers in which the interests and well-being of the individual, the consumer, and the family are paramount.

The educational programs of the College of Human Ecology emphasize both breadth of knowledge and its application to the solution of human problems, and it offers professional or preprofessional preparation for a variety of positions. Students are furnished the basic knowledge required for successful professional work in a rapidly changing society. The specialized studies relate basic knowledge to an understanding of the needs of people with regard to food, shelter, clothing, management of resources, and interpersonal and family relationships.

The required courses in the natural and social sciences, communication, analysis and humanities must, in general, be taken outside the College of Human Ecology. Cross-cultural aspects are included in some of the courses, but the international dimension is not institutionally emphasized at the undergraduate level. Within the limits specified by the interdepartmental home economics major, as much flexibility as possible is left for the student's exploration, in addition to a minimum of 26 credits of free electives. A home economics student interested in an international education emphasis could utilize these available credits in planning appropriate preparation.

The College of Human Ecology does not currently offer an international service major at the graduate level. However, the flexible, individualized graduate study program available at Cornell makes it possible to select courses that offer considerable background for international service.

The following courses with cross-cultural content were introduced in the College of Human Ecology of Cornell during 1968: "The Future of the House and Urban Life Styles, and International Seminar on Urban Marginal Areas," offered by the Department of Design and Environmental Analysis; and the course "Industrialization and the Family" offered by the Department of Human Development and Family Studies. The Department of Child Development and Family Relationships also offered "The Family in Poverty." The Department of Home Economics Education introduced "Cross-Cultural Aspects of Home Economics Education;" and the Department of Housing and Design offered a two-semester sequence on "Social Aspects of Housing in Developing Nations," international seminars on "Urban Marginal Areas," and "The Future of the House and Urban Life Styles." The cross-cultural courses within each department are planned for upperclassmen and graduate students.

In addition to the cross-cultural course offerings within the College of Human Ecology, three international lecture-discussions were offered in 1968 for faculty and students: "Some Nutrition Programs in Central America," by the Department of Food and Nutrition; "Malnutrition and Psychological Development in Peru--Some Research Prospects," by the Department of Human Development and Family Studies, and "The Role of the Educated Woman in Developing Countries of Africa," by the Department of Community Services Education.

Seven international leaders and scholars conducted seminars in three departments within the College of Home Economics during 1968--Food Management and Human Nutrition, Consumer Economics and Public Policy, Design and Environmental Analysis. Several visitors also served as research consultants.

The course offerings of the Latin American Studies Program constitute a field of concentration in which graduate students seeking the M. A. or Ph. D. degree may minor. During the 1967-68 academic year, 84 graduate students were minoring in Latin American Studies, three of whom were home economics majors.

A Peace Corps International Program for seniors and Master's degree candidates interested in volunteer service in Colombia, South America, was initiated in cooperation with the State College of Agriculture in 1968 in the College of Home Economics.

Home Economics Research in Latin America

Individual staff members may submit research proposals requesting support to the University's Center for International Studies or appropriate area studies programs. Support for processing data collected over-seas may also be requested from the College Research Committee.

Arrangements have been completed for Human Ecology faculty to participate in an Inter-university Project in Behavioral Sciences Training in Yucatán, Mexico, from which research studies will result.

At the present time a professor of the Department of Human Development and Family Studies has a National Science Foundation grant for investigating active norms and social change in Mexico, in addition to another staff member who is conducting a feasibility study concerning

the nutritional and cognitive development of children in villages of northern Peru. A graduate student in the College of Human Ecology is developing a dissertation research study on family living patterns in Puerto Rico. An assistant professor of the Department of Design and Environmental Analysis has conducted a survey of the Colombian housing industry. A Peruvian and a Panamanian graduate student completed work on Ph. D. dissertations related to Peruvian and Panamanian children studies.

The Graduate School of Nutrition of Cornell University offers special courses in the problems and programs of food and nutrition in developing nations, and graduate home economics students are given foreign field experience within this program. Graduate students have taken part in research studies in Peru, Mexico, Guatemala, and the island of St. Vincent in the Caribbean. The present director of the school completed a field study in the Peruvian Andes using social science research methods in the study of food habits and food consumption. Another faculty member is participating in a nutrition research study with the Institute of Nutrition in Bogotá, Colombia.

International Population Program

The International Population Program of Cornell University was initiated in 1962 with support from the Ford Foundation, and provides training and research opportunities in social demography. Strong emphasis is given to international aspects of the field, and the importance of examining comparative demographic behavior within societies at various stages of development. The objectives of the program are as follows:

1. to provide academic training in social demography and related

fields; 2. to provide research opportunities for students and staff in foreign field situations; 3. to stimulate interest in the professional field of demography by sponsoring visits of experts to the campus, sponsoring summer field work experiences for undergraduate students, and facilitating the participation of staff and students in national and international meetings and conferences.

In 1967-1968 the senior demographer of the Centro Latinoamericano de Demografia (CELADE) in Santiago, Chile, was a visiting research fellow at Cornell University. A number of students and technical staff of the program are investigating Latin American press coverage of population problems and family planning efforts.

New courses introduced by the International Population Program include an undergraduate "Sociology of Human Fertility, Mortality and Morbidity, and Human Migration" course which is open to home economics students. A graduate seminar on family and fertility was also offered.

Two conferences were held by the International Population Program during 1968. The first conference on the population problems of Latin America was sponsored by the Program, and the Population Reference Bureau of Washington, D. C. A four-day conference was held on the Population of Latin America, aimed at upgrading instruction in demography at the smaller colleges and universities in the Northeastern United States.

Oklahoma State University

Historical Development of International Education Programs.

Interest in international affairs has been in evidence at Oklahoma State University for many years. President Henry Bennett was largely

responsible for stimulating the involvement of the university in activities over-seas. Dr. Bennett, prior to accepting the Presidency of the University, had been named advisor to General Lucius Clay in Europe during the post-World War II period. In this capacity, Dr. Bennett became acquainted with people interested in international education, which led to his being recommended as an advisor in higher education to Emperor Haile Selassie of Ethiopia in 1950.

Dr. Bennett's initial visit to Ethiopia in 1950 was to evaluate the existing educational program in terms of effectiveness in meeting the needs of the nation. Suggestions were sought concerning needed adjustments and changes which would provide Ethiopia with a comprehensive dynamic program. Dr. Bennett outlined a proposal for a nationwide educational system which provided for an Agricultural College with the component parts of teaching, research, and extension.

Recognizing the need for education as a means of achieving a higher standard of living for impoverished nations, in his inaugural address on January 20, 1949, President Truman proposed as his fourth point in what was to be called the Point Four Program:

We must embark on a bold new program for making the benefits of our scientific advances and industrial progress available for the improvement and growth of underdeveloped areas. More than half the people of the world are living in conditions approaching misery. Their food is inadequate. They are victims of disease. Their economic life is primitive and stagnant. Their poverty is a handicap and a threat both to them and to more prosperous areas . . .

The material resources which we can afford to use for the assistance of other peoples are limited. But our imponderable resources in technical knowledge are constantly growing and are inexhaustible. . . Our aim should be to help the free peoples of the world, through their own efforts, to produce more food, more clothing, more materials for housing, and more mechanical power to lighten their burdens.

On June 5, 1950, the legislation now known officially as Point Four was signed into law; and the Technical Cooperation Administration was created. In December of the same year, Dr. Bennett was appointed Director of the Point Four Program which he held until a year later when he lost his life in an airplane crash while on an inspection of projects under this program in the Middle East.

Fortunately, Dr. Bennett's dedicated interest was followed by the commitment of Oklahoma State University's staff members to advance the program. In 1951 the University entered into an agreement with the Government of Ethiopia, and financed by the Technical Cooperation Administration of the United States Federal Government. The agreement was for Oklahoma State to provide technical assistance in agriculture and mechanical arts education programs. The purposes of the cooperative agreement were outlined as follows: 1. to give assistance to the Government of Ethiopia in the establishment and operation of a college of agriculture; 2. to establish and operate a country-wide system of agricultural extension services to the people of rural areas; 3. to establish and operate agricultural research and experiment stations; and 4. to assist the Government of Ethiopia in related fields pertaining to the economic development of that country. This technical assistance program came to a successful close in 1968.

In 1954 the Technical Institute of the College of Engineering of Oklahoma State University entered into a Ford Foundation financed agreement with the Government of Pakistan for training technicians for industry. In 1956 the Pakistan Government and the Ford Foundation requested that the Division of Home Economics of Oklahoma State University provide a team of specialists in home economics to collaborate with

representatives in Pakistan in preparing a plan for the establishment of a home economics college in East Pakistan; and preparing plans for the future program of the Colleges of Home Economics at Karachi and Lahore. Five year plans were developed for each of the three colleges.

In 1958, "Oklahoma State Univeristy entered into a contract with the Pakistan Government and the Ford Foundation to give further assistance to the three colleges of home economics. The major purposes of the cooperative program are as follows: 1. the further development of the home economics colleges at Karachi and Lahore in West Pakistan, and 2. the development of a new college of home economics in Dacca, East Pakistan." (12 , p. 81)

Currently, Oklahoma State University has contract agreements that involve the Technical Institute of the College of Engineering and the Governments of Thailand and Brazil. Technical advisors from Oklahoma State University assist the Royal Thai Government in the implementation of the International Bank for Reconstruction and Development Loan Project for Vocational Education. Quality pre-service and in-service teacher education programs and curriculum materials and methods in trade and industry schools are to be developed. The agreement in Thailand was initiated in 1968.

The College of Agriculture of Oklahoma State University has contract agreements in Colombia, to provide technical assistance to three colleges of agriculture in Bogotá, Cali, and Palmira; and in Guatemala with the School of Veterinary Medicine. The veterinary project in Central America is with the Regional Central American College of Veterinary Medicine. One full-time and several short-term advisors provide technical assistance to the college in addition to offering

short extension-type courses to farmers. This project is operated as a Middle America Association of State Universities (MASUA) consortium project. Consortium arrangements are discussed in Chapter IV.

The College of Arts and Sciences of Oklahoma State University has for three years been working toward the establishment of four area-studies programs that would allow concentration in a specific geographical and cultural area within the existing framework of academic instruction. Areas of the world which the College has chosen to pinpoint are Latin America, Russia-Eastern Europe, East Asia, and Africa. The initial trial semester for such area studies concentration is projected for September 1969.

The Foreign Language Department of the College of Arts and Sciences is sponsoring the sixth consecutive summer study group at the Instituto Tecnológico in Monterrey, Mexico, in 1969. The Department of Foreign Languages has, in addition, obtained university approval for an experimental eight-week course in language saturation in Spanish for undergraduates and adult personnel who may be taking jobs in Spanish-speaking countries.

Oklahoma State University is one of thirty member universities and colleges participating in World Campus Afloat. This program, a floating campus initiated by Chapman College in California, consists of a semester program of travel-study abroad.

In February 1969, Oklahoma State University was given the Institutional International Education award presented by the Institute of International Education and the Reader's Digest Foundation. Oklahoma State University was honored as the one university in the United States in 1969 to be recognized for its contribution to international education.

University Administrative Organization for International Education

The Office of International Programs of Oklahoma State University was created in 1966 to coordinate the increasing international commitments both on campus and abroad. The Coordinator of the Office of International Programs is directly responsible to the President of the University. The Director of International Education of the Office works with the Deans of each of the Colleges within the University to coordinate the development of programs. The Director, in addition, works with some of the students from other countries who will be returning to staff educational institutions in their own countries. An International Student Advisor is assigned to the Office of the Dean of Student Affairs. There are approximately 700 students from other countries currently enrolled at Oklahoma State University.

The functions of the Office of International Programs are outlined as follows: 1. to administer over-seas technical assistance projects; 2. to further the training of personnel from institutions abroad who are enrolled at Oklahoma State University and are financed by other governments or the United States government; and 3. to further the development of international education programs at the University.

Home Economics Faculty Involvement in International Education

The Division of Home Economics of Oklahoma State University has been actively involved in international education in other countries, especially Asia and Latin America. Home economics faculty members participated in an in-service inter-disciplinary seminar in home economics extension in 1952 in preparation for a short course for Latin American women. The O. S. U. faculty seminar was utilized to identify

the significant curriculum offerings to be included in an intensive short course for Latin American extension agents.

The Institute in Home Economics Extension for Latin American Women was attended by twenty-three women from fourteen of the Latin countries, and was held from January 29 to May 31, 1953, in the United States and Puerto Rico. The Institute, or short course, was sponsored by the Institute of Inter-American Affairs (AID) in cooperation with the Department of Agriculture. The purpose of the Institute was threefold: 1. to bring together selected Latin American women who either were engaged in extension work in home economics or planned to undertake such work, and to discuss with them the problems they face in developing extension programs in their countries; and 2. to provide them with experiences that would give them an understanding of extension program planning and teaching methods, and the adaptation of these to different situations; 3. to supply them with short units of technical information that would be useful to them in solving their problems.

The program for the Institute included four weeks in Texas, followed by seven weeks in Oklahoma, during which the twenty-three participants attended classes in the Division of Home Economics of Oklahoma State University. The short course was planned for the Latin Americans to get valuable technical information in home economics and related fields; to become acquainted with teaching methods and materials for use in working with rural people; to observe the relationship between resident teaching, research and extension; to become better acquainted with the purposes, organization, planning and subject matter in extension; to develop a better understanding and appreciation of the cultures of Latin America and the United States; to visit rural communities and

gain further knowledge and appreciation of community activities; and to evaluate the work in Oklahoma.

The administration of the Home Economics Division of Oklahoma State University is committed to helping faculty gain educational experience and competence abroad. "Faculty members are stimulated, encouraged, and assisted to travel and study in other countries. Some of them have had assignments in other countries or have traveled for study and professional purposes. Two faculty members, one in the area of Family Relations and Child Development and the other in Institution Management, have in recent years studied in Peru, Ecuador and Colombia. The travel abroad was planned to learn about the educational system of the countries, the education and role of women, the existing programs in home economics, and the culture and family life of the people." (151,p. 653)

A project of the Division of Home Economics referred to as the TCG--The Committed Group--has been in effect for the past five years with financial assistance from the Ford Foundation, for the development of the home economics faculty participation in international education. "As an aid to becoming acquainted with the language, culture and family life of some of the Latin American countries, a faculty project was initiated in Mexico in 1965, with six faculty members from Oklahoma State University participating. Each faculty member was selected according to her interest and willingness to commit herself to selected objectives for at least five years. The staff selected represented each of the different subject-matter departments within home economics. The five-year objectives of the program include the following:

- Learn the basic language--Spanish.
- Enjoy and become better informed about the culture of the country--

the people, history, literature, music, and art.

- Learn about the educational system and the level of education in Mexico; the aims of education, the motivation, the readiness of the child to learn, the reason for dropouts.
- Become better informed about the historical, social, economic, political, scientific-technological, and religious developments.
- Become sensitive to the role of women in the culture, quality of motherhood and wifehood, the place and meaning of femininity.
- Increase understanding of family life in Mexico--the families of upper and lower income levels, families in urban centers and villages, agencies concerned with family life, and the role of the church and religion in the family life.
- Develop some understanding of the aspect of family living related to the faculty member's home economics subject-matter area, the implications for further study (housing, foods and nutrition, clothing and textiles, child development, home management, and home equipment), and application of knowledge and understanding to responsibilities at the University.
- Identify significant concepts in understanding and working in and with another culture.
- Recognize and use the experience for personal cultural enrichment, appreciation, and understanding, as well as for professional growth and development.
- Use the experience for enrichment of teaching, research and helping co-workers at Oklahoma State University.
- Use the experience as an aid in helping identify the most significant contributions of home economics in developing countries, and

the development of the intercultural-international dimension at Oklahoma State University. (149, p. 654)

Numerous faculty of the Division of Home Economics at Oklahoma State University have had experience abroad, extending from two to ten year periods. This has included assignments as advisors in other countries and most of the continents such as The Philippines, Ethiopia, Pakistan, The Netherlands, Lebanon, Japan, and Peru under the auspices of both public and private agencies. Faculty have served as consultants in home economics to assist with the development of home economics programs in secondary schools, extension services, colleges and universities, and in connection with community development. Others have benefited by educational travel on the different continents, a circumstance which has resulted in the enrichment of instruction and research as well as in augmenting the intercultural-international dimension of the curriculum.

Other faculty members have participated in international meetings in connection with their selected subject matter areas, and have served on international committees on state, national, and international levels. Since approximately 1950, the faculty of home economics have been active in the program of the International Federation of Home Economics, through individual memberships; through collective membership; through representation and participation in the International Congresses. Staff members have served as group leaders and principal speakers at the International Congresses held in Edinburg in 1953, in Maryland in 1958, in Paris in 1963, and in Bristol in 1968. The Dean of the Division of Home Economics is the United States representative on the Executive Committee of the International Federation of Home Economics.

Home Economics Cross-Cultural Curriculum Offerings

The two major administrative units in the Division of Home Economics of Oklahoma State University are the School of Hotel and Restaurant Administration and the College of Home Economics. The College of Home Economics is organized as a professional college. Departments in the College of Home Economics are: Clothing, Textiles and Merchandising; Family Relations and Child Development; Food, Nutrition and Institution Administration; Home Economics Education; and Home Management and Related Arts. Each department prepares graduates to serve as professional home economists in education, business, research, dietetics and institution administration, social welfare and public health or international service.

Bachelor of Science degree requirements include one hundred and twenty four semester credit hours, a minimum of 248 grade points, and an average of "C" in home economics subjects. The curriculum in home economics is designed to prepare students to be professional home economists, to help them as individuals, to prepare them for marriage and family living, and for citizenship. The program of studies comprising the curriculum includes a combination of liberal and professional education. The curriculum is organized to include 1. general education courses which contribute to liberal education, 2. the common requirements in home economics, and 3. the professional home economics requirements which vary according to the area of specialization chosen by the student. The common core requirements comprise twenty-eight semester hours of credit. Forty-seven to forty-nine semester hours are required in the general education courses.

Oklahoma State University's Division of Home Economics was one of the first such institutions in the United States to declare the intercultural-international dimension in the home economics curriculum. In the late 1950's the staff of the home economics division initiated a study of course offerings within all the departments to determine those in which the intercultural-international dimension could be introduced. In 1963 a subcommittee was appointed by the Dean to develop proposals for the intercultural-international dimension of the curriculum. This committee includes representatives from each department. Courses outside the Division of Home Economics relating to the intercultural-international dimension of the home economics curriculum were identified. The subcommittee considered some of the procedures needed in a plan of work to develop the intercultural-international dimension both for the preparation of all undergraduate students and for that of undergraduates and graduates through professional curricula.

In 1964 a full intercultural-international curriculum committee was formed, and the intercultural-international dimension was established as one of the first in importance, long-time objectives for the Division. The faculty and committee defined their major interests and activities to be related to two chosen areas of the world--Asia and Latin America. Significant in the successful development of the intercultural-international dimension of the curriculum and total program was the grant of funds in the amount of \$84,000, provided by the Ford Foundation to be used for the enrichment of the Oklahoma State University home economics graduate and research program with emphasis on preparation for international service and the intercultural dimension of the curriculum.

The Division of Home Economics has utilized the services of a cultural anthropologist to serve the faculty in advising, in developing a point of view in specific and long-range objectives and plans, in building library resources in international education, in teaching and helping to develop selected course offerings, in holding faculty seminars, and in planning firsthand contacts for faculty and delineating objectives and plans for these. In addition, close working relationships have been and are maintained with the Anthropology and Social Sciences Department of the University.

Two faculty in-service seminars were offered under the direction of the cultural anthropologist mentioned above, on "Cultural Factors in the Introduction to Change." A third seminar is planned for 1970.

Specialized cross-cultural courses have been and are being developed within the home economics curricula at Oklahoma State University. An introductory core course taken by all home economics students is entitled Home Economics for Contemporary Living. Three emphases include a study of the similarities and differences in value systems, family structure in different cultures, and the introduction of different cultures in other countries. Guest speakers with experience abroad participate in addition to international students.

Currently a course in each of the cross-cultural aspects of Foods, Clothing, and Socio-economic aspects of Housing is included in the home economics curricula and others will be developed in home economics education. A new course is to be offered in Cross-Cultural Aspects of Management in the fall of 1969.

In order to learn if there were students interested in an intercultural-international program within the Division of Home Economics, a

questionnaire was developed and distributed to students in 1968. The results showed that a sizable number of students indicated interest and would like to have the intercultural-international curriculum be made available through the department of their choice in the Division of Home Economics. The curriculum committee is continuing work on the development of the intercultural-international program of study, which currently is offered as an informal curriculum. Home economics students are provided personal, individualized counseling which contributes to the development of appropriate programs of study. Objectives which have been developed for the intercultural-international dimension are as follows:

- To help all students, both undergraduate and graduate with the development of international attitudes and to understand and appreciate our own and other cultures and their heritage.
- To enrich and make effective the services and curricula for students from other countries.
- To provide leadership for the development of home economics in other countries as an important contribution to the education of women and the social and economic development of the country.
- For the faculty to develop international attitudes, to become world citizens, to become sensitized to their own cultural beliefs, to come to think and feel interculturally, to cooperate with faculty and administrators in other fields on international education at Oklahoma State University and to make a significant contribution to the intercultural-international dimension.
- To develop a program of research
 - in the college in the other country, including research

- related to patterns of family life and other necessary areas,
- in selected areas of international education from the point of view of the Oklahoma State University home economics international program to affect its quality, nature, and objectives, and
 - in the process of international cooperation.

The Division of Home Economics has entered into an agreement to participate in the certificate program of the College of Arts and Sciences for the development of international studies. The Deans of the Division of Home Economics and the College of Arts and Sciences have met with the whole home economics faculty to discuss the program.

In addition to the developments that have been and are being made directly related to the infusion of the intercultural-international dimension within the curriculum, since 1958 the Dean of the Division of Home Economics has served as a member of the International Affairs Committee of the senate of the National Association of Land-Grant Colleges and State Universities. A recommendation was presented to the Division of Home Economics of the Association that a series of conferences be initiated in the United States for representatives from land-grant institutions with contracts for the cooperative development of home economics in higher institutions in other countries. The first such conference was held at Oklahoma State University in 1963. The second of these conferences was held at Iowa State University in 1964. The third has just successfully terminated at the State University of New York at Cornell University. The purposes of each of the conferences are discussed in Chapter I of this study.

One of the major projects of the home economics faculty of Oklahoma State University has been the Pakistan Home Economics Program. Since 1958 the Division of Home Economics has cooperated with the Pakistan government and the Ford Foundation on the further development of two new colleges of home economics at Karachi and Lahore in West Pakistan, and the development of a new college of home economics in Dacca, East Pakistan. These are the first higher institutions in Pakistan to offer home economics.

The services provided by the Division of Home Economics have been advisory in nature. The Division has been responsible for a staff of advisors (eighteen advisors, most of whom have served at least for two years, have assisted during the seven-year period from 1958 to 1965) associated with the colleges in Pakistan. Responsibility has also included the advanced (through the master's degree level) education of thirty to forty trainees from Pakistan who have attended institutions in the United States. These trainees were to become members of the staff of the three colleges following the completion of their advanced study programs in the United States. The Oklahoma State-Ford Foundation-Government of Pakistan agreement is in its twelfth year and has been funded in the amount of \$2,600,000.

Since no research in home economics had been done in Pakistan, it was recognized from the beginning of the contract that research in all phases is essential on the part of graduate students and staff members. Special advisors were assigned to assist in research methods courses at the master's level and the designing of different types of research studies. Students were encouraged to understand procedures for cooperative research and to become acquainted with research in related fields.

The Pakistan Home Economics Program is contributing to faculty and student enrichment and growth at Oklahoma State University. The contacts established with both the Asian and Latin American continents are in addition, enriching the intercultural-international dimension of the curriculum.

In summary, this chapter has presented a review of international home economics programs at four land-grant institutions. Significant differences exist among the programs in regards to the availability of resources specifically related to intercultural-international education. A summary of the findings is included in chart form.

SUMMARY OF HOME ECONOMICS INTERCULTURAL-INTERNATIONAL PROGRAMS

	Historical Development	University Administrative Organization for International Activities
Iowa State University	Founded in 1858. Involvement in international projects since the 1950's.	1967-Committee appointed by Pres. to study need for university international office. Currently establishing an Office of International Programs. Active office of Foreign Student and Visitor Service.
Michigan State University	Founded in 1855. Involvement in international education initiated in 1947 with cooperative agreement in Costa Rica.	Office of International Programs established in 1956. Office includes dean, associate, and assistant deans each for research, over-seas operations, exchange programs, and administration. Responsible to president of the university.
St. Univ. of N. Y. College of Human Ecology	Founded in 1868. International involvement initiated in 1924 in China. Army specialized training program, World War II (1943) led to post-war growth of area studies, expansion and diversification of international programs in two decades following World War II.	Center for international studies established in 1962. A coordinating agency, facilitates and encourages international research and teaching. Center has an executive committee, university-wide representation. Dean and Associate of Center Intern. Studies. Chairman executive committee is vice-president for research and advanced studies. Center provides coordination, advice and administrative support to international activities.
Oklahoma State University	Founded in 1890. OSU president named first Point Four director in 1950. Became involved in international activities in 1951 when agreement with the government of Ethiopia was established.	Office of international programs created 1966. Office has a coordinator responsible to president of university and a director of international education. International student advisor in office of dean of student affairs. Office administers over-seas technical assistance projects and development international education programs at the university.

SUMMARY OF HOME ECONOMICS INTERCULTURAL-INTERNATIONAL PROGRAMS (Continued)

	Faculty Involvement in International Education	Home Economics Curriculum in International Education
Iowa State University	456 staff members of the university have participated in study, seminars and assistance programs over-seas.	Currently the only land-grant institution offering a home economics major in international service, with an option in non-western or Latin American Studies.
Michigan State University	24.5% faculty in 1965 involved in curriculum revision incorporating international dimension; 12.4% taught primarily international courses. 94% favored strengthening international emphasis. Few staff have not worked or traveled abroad.	Strong emphasis international dimension general education all-university requirements. Some emphasis intern. with all home ec. core requirements. Intern. service major not offered at undergrad. level in home ec. Concentration in intern. educ. possible at graduate level.
St. Univ. of N. Y. College of Human Ecology	Cornell faculty has extensive experience in Latin America. Cornell a major regional center for the teaching and study of Latin American subjects. Latin American Program faculty from 15 departments including Dept. Human Dev. and Family Studies. Strong graduate program minor Latin American Studies.	120 semester credit hours required for a home ec. bachelor's degree. No home ec. core requirements. 1/3 requirements biolog. and phys, soc. sc. and humanities; 1/3 home ec, 1/3 electives. International emphasis not predominant but electives can include. Intern. service major not offered. Flexible, individualized grad. prog. stressed. Can elect international education as supporting area. Cross-cultural courses in depts. of Design and Environmental Analysis, Human Dev. and Family Studies, and Community Service Education.
Oklahoma State University	Active home ec. faculty involvement in international education in Asia and Latin America. Conducted 7 weeks home ec. extension training course for Latin American women. "The Committed Group" Project in effect five years with six faculty members becoming acquainted w. Latin American cultures with Ford Foundation assistance. Active participation IFHE. Involvement technical assistance assignments Pakistan contract.	Curriculum Committee Division Home Ec. developing intercultural-international dimension undergrad. leading to a program for intern. service. Program in cooperation with College Arts and Sciences. Core course Contemporary Living includes intercultural-international dimension. Courses w. cultural aspects-Foods, Clothing and Socio-economic aspects of housing. Others to be added. Faculty seminars cultural anthropologist.

SUMMARY OF HOME ECONOMICS INTERCULTURAL-INTERNATIONAL PROGRAMS (Continued)

	Selection and Guidance of Students	Research in International Education
Iowa State University	Admission requirements of the university. Personality tests, personal interviews. Recruitment, guidance, and counseling provided by advisor to the international service major.	Related to institution contract in Baroda, India. Emphasis on research contributing to needs of the other country. Students from over-seas develop an understanding of process and theory of research.
Michigan State University	Admission requirements same for home ec. as all university. Guidance and counseling provided to all home ec. students throughout 4 years.	Latin American Studies Center established 1963. Grants for research interested staff throughout univ. 1968--7 faculty grants. 5 grad. student pre-doc. research. Center is coordinator of multi-discipline food market. study Brazil, Bolivia, Colombia. Home ec. faculty member participating. Research in Colombia infant feeding project.
St. Univ. of N. Y. College of Human Ecology	Admission requirements same for home ec as all university. Each student assigned to a counselor for duration of college course. Some counseling conducted on a group basis. College of Human Ec. actively recruits creative, imaginative students with divergent points of view and high academic abilities.	Initiating inter-univ. project research in behavioral sciences in Yucatan, Mex., including Human Ecology faculty; a prof. in dept. Human Dev. and Family Studies investigating social change in Mexico. Research on nutritional and cognitive dev. of children in Northern Peru. Human Ec. doctoral dissertation on family living patterns in Puerto Rico. Dept. Design & Environmental Analysis survey of Colombian housing industry. 2 doctoral theses, Peruvian and Panamanian child studies. Grad. student research, Peru, Mexico, Guatemala, Caribbean in nutrition. Study of food habits and consumption Peruvian Andes. Nutrition research project with Institute Nutrition Bogotá, Colombia.
Oklahoma State University	Admission requirements same as all university. Personal interviews. Each student assigned to a counselor for duration of college course. Personal, individual counseling and guidance. Active recruitment within Division of Home Ec. Largest U. S. home ec. student enrollment.	Research conducted related to international institution-building contract in Pakistan. Students from over-seas develop an understanding of process and theory of research.

CHAPTER IV

GENERAL GUIDELINES FOR ESTABLISHING A UNIVERSITY PROGRAM IN INTERCULTURAL-INTERNATIONAL EDUCA- TION, WITH EMPHASIS ON THE PROGRAM OF THE HOME ECONOMICS UNIT

Two sets of guidelines have been developed for an undergraduate home economics international education program: 1. those dealing with considerations related to the establishment of a program in international education in the university and in the home economics unit, and 2. those dealing specifically with a home economics intercultural-international curriculum. The guidelines in this chapter are related to the intercultural-international education programs for the university as a whole and for the home economics unit within the institution. The guidelines were developed on the basis of the interviews held at four land-grant institutions, the review of literature, and the writer's experience in international education. Chapter V centers on the home economics intercultural-international curriculum itself.

General Guidelines for Intercultural-International Education Programs to be Provided by the University

Guideline A: Develop a philosophy and objectives, and establish a firm institutional commitment to give direction to the international education programs of the university.

A firm institutional commitment to international education that derives from the philosophy adhered to by each particular university is

essential for the institution to create, support, and carry out international programs and activities on a long term basis. The institutional commitment to the international dimension must arise from, and be shared by, the Board of Regents or Trustees, executive administrative personnel of the university, deans, and key faculty members. This leadership is essential if an effective program in international education is to be developed.

The international dimension of an educational institution, if it is to be meaningful, requires long-range planning, assessment and reassessment of the institution's goals and objectives. The commitment of the university must be so assured that there develops within the institution "an articulated sense of mission" recognized and experienced basically by both the administration and the faculty who in turn transmit it to the students. The only assurance of a continued faculty dedication to its commitment is the unqualified support of the leaders of the institution. A major change of purpose and application of a new educational strategy within an institution to encompass world relationships is only possible by means of a strong institutional commitment. The four universities included in this study have adopted a firm commitment to international education.

A university commitment shows up in many forms: the concern of the head administration for international matters as revealed in trips abroad, speeches made, guests invited to the university, and--most important of all--a readiness to think in universal terms and to seek and supply funds in support of international programs. Many universities have formalized their commitment to international education by establishing organizational structures responsible to the President or the

Academic Vice-President of the university.

An all-university plan clarifying the objectives of the institution in international education activities has been prepared on a five or ten year basis by some universities. The objectives for the total university are based on the goals set by each department, school and college, on an analysis of existing resources, and on a strategy of implementation of top priority items for the university as a whole.

A plan for international programs defining the objectives of the total university has some advantages for the professional colleges, units or schools within the university. "First, as a unit of the whole, it has had to decide for itself as part of the planning process whether it wishes to expand its involvement in international matters and, if so, in what ways; second, the plan helps the school discover what other units in the university have similar interests, often leading to productive joint appointments and to joint research projects; third, when the school does explore the possibilities of outside support from a foundation or a government agency, it can show how its own proposals fit into the total university effort. This gives the funding agency a greater assurance of continuity." (67, p. 392)

Guideline B: Establish a structural organization within the university to clarify the scope of the program and the adopted geographic areas; to develop and coordinate the international programs; serve as a medium of communication to interpret and inform the Board of Regents, University officials and administrators, the faculty, and the public concerning the programs and achievements; to secure financial support; and to provide for continuous review and evaluation of the programs, in light of the philosophy and objectives for the international education

institution.

The need exists for an organizational administrative structure for the university's international activities to evolve with consistent purposes and integration among and between programs, and their relationship to other functions of the university. "Some of the past difficulties in university programs in world affairs, at home and abroad, have arisen from the fact that many programs have been sporadic, ad hoc, and inadequately related to one another. What may often be needed is a long-range, university-wide approach, under the highest auspices, to the total complex of substantive activities and administrative arrangements in the international field." (74, p. 34)

The participation and decisions of the central and/or decentralized administrative organization are essential to the long-range planning and setting of priorities in international education in the university. Resources in the area of world affairs may be scarce and must be protected against dispersion under pressing and competing demands in a manner consistent with each university's educational purposes. Each university will need to define and limit the geographic areas of the world with which it will become involved, as no university can expect to develop quality programs within the institution and over-seas on an unlimited basis.

To develop and coordinate the international programs, many different kinds of administrative arrangements have been established by universities. Cornell University has a Dean and Associate in charge of the Office of International Studies. The University of Nebraska has a Vice Chancellor in charge of International Programs. Michigan State, Minnesota, and Wisconsin Universities have a Dean of International

Programs. Ohio State University has an Associate Dean of Faculties for International Programs. Oklahoma State, Missouri, Purdue and Michigan Universities have coordinators of International Programs. Iowa State University is currently establishing an Office of International Programs.

Each university will need to establish an organizational structure consistent with its particular needs. Programmatically, a constantly reinforcing relationship among the various components of the university's international activities is necessary. Administratively, a combination of decentralized action and initiative and central administrative leadership has proved to be effective.

Guideline C: Involve as many faculty members as possible in international education from among allied disciplines and departments, in work on particular geographic regions and cultures.

Faculty strength in the regular departments may be brought together in separately organized centers or institutes, or in more loosely and informally organized units to focus on geographic areas or on functional problems. Whatever form they assume, care needs to be taken that the special programs are not isolated from the other programs of the university.

Area study programs on geographic regions of the world offer an undergraduate student the opportunity to pursue inter-disciplinary and integrated curriculum in a particular regional culture while majoring in a department of his choice. Area study may provide the student with a background and basis for specialized graduate study and research within his discipline, or it may prepare the student for professional service abroad.

The characteristic features of area study centers are a close interrelationship among scholars representing a variety of disciplines, graduate students in training, a language component intimately related to the substantive program, and substantial library resources. "American universities now support about fifty well-developed area programs. The centers train area specialists, conduct research in the specific geographical region, organize seminars and conferences with visiting foreign scholars, and develop curricula materials directly related to the area." (74, p. 33)

Within a university the rapid growth of international programs in recent years has sometimes caused anomalous situations. For example, in the position of area centers and functional centers, "At first, many of these centers were ad hoc. A more stable and normal adjustment is preferable, though its nature will vary from university to university." (74, p. 34)

The first task in achieving the area study program is to effect a viable relationship between the centers and the departments that furnish their faculty members. Generally, these scholars usually teach in both the center and the department, and their professional advancement depends upon the department. Whether they get adequate "credit" for their work in the center is a matter for institutional attention. "The second great problem is finance. Travel and research needs make area and functional centers costly. The universities that develop such centers cannot avoid assuming long-range financial commitments to them." (74, p. 35)

Home economics units can broaden the scope of undergraduate education by utilizing the faculty resources available in an area center

established at the university. General attention is recommended for the Latin American Studies Center. The universities that do not have a Latin American Area Center can benefit by entering into an inter-institutional arrangement.

Guideline D: Develop the teaching, research, extension and public service programs to include an effective international education component.

Universities bear a responsibility to open the perspectives of scholarship to other institutions and to individuals in their communities. There is need for wider cooperation in international education between universities and colleges and secondary schools. Because of the decisive importance of world affairs for all citizens, universities with public service, extension, and continuing education programs should incorporate the international dimension.

Universities need to explore opportunities to develop cooperative programs with colleges in their states, or regions, in international education to strengthen secondary education. Teaching, extension and public service international education programs can be provided through branches, centers, television and radio stations, and by correspondence courses. The extension of educational television resources across the country provides facilities for expanding world affairs education to the community.

Widespread citizen understanding and support of the role of the university in international education programs is indispensable. Extension and public service programs can be important means of achieving them.

Guideline E: Establish cooperative inter-institutional arrangements on a neighborhood, statewide, regional, national, and/or international basis.

Academic inter-institutional arrangements or consortia have become a fact of life in United States higher education. The demands for increasing the international dimension in the curricula concerning many geographic areas of the world and the scarcity of resources for international education activities have currently led to cooperative arrangements between different universities through consortia and councils.

A limited number of universities can muster the personnel, material and financial resources adequate for a major commitment to international education. In the search for means to implement their international education goals, colleges and universities have been turning to inter-institutional cooperation with accelerating interest.

There are many different kinds of inter-institutional arrangements. A 1965-66 study conducted for the Office of Education by Raymond S. Moore revealed "that there were then more than 1,000 consortiums involving two or more United States institutions; at least 300 more in advanced stages under development, with a further 500 to 1,000 under study." (139, p. 39) Of the established arrangements it is estimated that about 150 had to do with international activities, principally study abroad, United National programs, area studies, and technical assistance. Moore predicts that it is likely that in the next ten years the present number of institutional partnerships will be multiplied three or four times. (139, p. 39)

Consortium arrangements for national and international education activities increase individual campus resources, programs are developed

and shared that would not be possible by one institution, and faculty enrichment programs benefit from them by fostering the employment of the best qualified specialists. "Consortium allow an institution to pioneer with a minimum of risk. Cooperative joint committee task forces, study teams under central coordination, provide the mechanisms for exchange of views and for testing new projects in tentative applications. In addition, cooperation among a group of institutions may be the most effective way to pool small funds into larger financial resources."

(139, p. 13)

Iowa State and Oklahoma State Universities are active members of the Mid-America State Universities Association (MUSUA) which is made up of seven state institutions, including in addition to the aforementioned, the University of Kansas, Kansas State, University of Missouri, University of Nebraska, and the University of Oklahoma. The purpose of the organization "is to provide cooperation, specialized or unique educational programs, and use of unusual research facilities on a regional basis." (139, p. 66). Consortium such as MUSUA contribute to each university's over-all programs and provide excellent opportunities for cooperative arrangements to strengthen international education programs.

Michigan State University is an active member of the Committee on Institutional Cooperation (CIC) "which helps each member institution to develop in depth and to exploit its own areas of strength, and then to combine to make the strength available to all. A board of institutional representatives evaluates cooperative proposals in areas of instruction, research, extension, and public service." (139, p. 62)

Michigan State University also belongs to MUCIA, the Midwest Universities Consortium for International Activities. "MUCIA assists its

four member institutions (Universities of Illinois, and Wisconsin, Indiana University and Michigan State) in making their over-seas technical assistance projects more effective; to improve campus programs designed to prepare students to work in the field of development of emerging nations, and to promote inter-university programs in the international field." (139, p. 49)

Cornell University is a participant of the Latin American Cooperative Acquisition Project. This program has been set up by personnel from a group of libraries in the United States to broaden and strengthen the acquisition of library materials from Latin America.

Units of home economics can benefit by increasing their participation in inter-institutional cooperative arrangements in international education activities. "Properly administered inter-institutional cooperation will strengthen the individuality of each of the cooperative participants by permitting its special attributes to be developed more fully." (139, p. 13) Qualified specialists in international education can be acquired on an increased scale, library resources can be augmented, and financial costs decreased through the sharing of resources. The total result often can be much greater than the sum of the parts.

Guideline E: Maintain an organized and official educational relationship with one or more countries.

The areas of cooperation open to United States universities with educational institutions abroad cover the entire range of knowledge, of educational administration, of teaching, research, extension, and consultation. The techniques of cooperation from which they choose the one most fitting to the task vary from individual faculty or student

activities undertaken under the auspices of the home institution or support, to bilateral and multilateral university-to-university arrangements, with or without government support.

Both historical and contemporary experience confirm the significant contribution that can be made by educational cooperation across boundaries.

Most of the developing countries look for help to the United States for experience with education in national development and to American universities for a wide range of educational competence. They recognize that the flexibility in curriculum development, responsiveness to social need and broad student coverage are in many ways suited to their own needs. We in our turn look to these countries and their educational institutions for opportunities and assistance in developing our own knowledge about them and in gaining a better understanding of our own society. Education offers one of the best means of mutual aid and cooperation between the United States and the developing countries, including Latin America. Common benefit results from international educational cooperation.

The selection of the country or countries abroad will relate to the areas of commitment on the part of the university and the opportunities in such areas provided by invitations from other countries. (74, p. 40)

Guideline F: Cooperate with selected international organizations.

Among the instruments for promoting cooperation between nations in educational endeavors are agencies such as the United Nations. The United Nations has not yet been able to make substantial use of universities as total institutions in the United States or elsewhere, mainly because of a lack of funds. The United Nations and its specialized agencies have often called for the services of individual university personnel here and abroad in technical assistance projects, but total university involvements have not been possible.

Multilateral sponsorship of educational projects in the developing nations can be effective in nations sensitive to receiving aid. Other agencies and organizations with which higher institutions can develop cooperative working relations include, among others, the World Bank, the Office of Economic Cooperation and Development (OECD), the Organization of American States (OAS), and the International Development Bank.

In cooperation with and supported by UNESCO, "The International Association of Universities (with more than 300 member universities in some 68 countries) has undertaken a series of studies and conferences on problems of organization, operation and adaptation which universities around the world have to solve in order to carry out their growing responsibilities." Universities can benefit from maintaining cooperative avenues of communication with the international educational organizations. (74, p. 42)

General Guidelines for Intercultural-International Education Programs to be Provided by the Home Economics Unit

Home economics units planning to establish intercultural-international programs to prepare students for service in Latin America or in other developing nations will need to take into consideration or advise-ment many aspects specific for international education. Guidelines relating to administration, faculty involvement, research, availability of library resources, and space requirements deemed essential to be provided by home economics units are presented in the following section.

Organization and Administration

Guideline A: Develop a philosophy, assume a commitment, define a clear set of objectives, and determine the scope of the home economics

international program.

Just as the university needs to develop a philosophy and commitment to meet the needs of United States citizens for a better understanding of other peoples and cultures and to prepare professionals for international work, so does each professional college or unit within the total university complex. Units of home economics have the responsibility to adopt a pervading philosophy from which a firm commitment to international education will be derived to enlarge the intellectual horizons of the United States and help create a free international society.

Home economics units planning to establish and develop intercultural-international programs must first recognize the responsibility of the faculty to "adopt to the extent possible the intercultural-international dimension as an official and significant part of the total program." (151, p. 651) Once the faculty has adopted this dimension, in line with that of the total institution, the next step is for the staff to define a clear set of objectives that determine the overall, long term and specific goals of the international program, the scope, and the specific number of selected geographic areas of the world with which the program is to be concerned. The objectives considered most important and possible for the total program by each individual home economics unit will vary according to the particular strengths and resources of each institution and the home economics unit.

An example of objectives that faculty of one home economics unit has defined for the establishment of the intercultural-international dimension is that of Oklahoma State University. The objectives have been stated as follows:

1. Help students, both undergraduate and graduate, develop an international understanding and appreciation of their own and other cultures and their heritage. This includes the development of curriculum for students preparing for international service in other countries.
2. Enrich and make effective the program for students from other countries.
3. Provide opportunities for the faculty to develop international attitudes, to become world citizens, to become sensitized to their own cultural beliefs, to come to think and feel interculturally, to cooperate with faculty and administrators in other fields on international education, and to be able to make a significant contribution to the intercultural-international dimension in home economics and in the university.
4. Provide leadership for the development of home economics in other countries as an important contribution to the education of women and the social, economic, and cultural development of the country.
5. Develop an intercultural-international studies and research program. Briefly, this includes at least four aspects: 1) inclusion and development of studies and research as an integral part of the college program of the country with which the home economics unit in the United States is cooperating, and relationship to other research agencies in that nation; 2) faculty and graduate student research in the other country recognized most important to the effective development of the different areas of subject matter in home economics to be used as a basis for curriculum development, teaching, extension, research, and text-books; 3) research in

selected areas of international education from the point of view of the "home institution" and the faculty and students thereof, and the quality of their contribution to designated objectives; and 4) research on the process of international cooperation between the institution and the other country.

6. Develop the program cooperatively with 1) related fields and programs in the home institution, 2) special programs in the state and nearby states, 3) other home economics units, and 4) national and international agencies and organizations.

Objectives such as those defined by the Division of Home Economics of Oklahoma State University are essential for determining the goals of each home economics unit in international education. Both short and long term goals must be clearly established. Not all units of home economics will find it possible to encompass as broad a set of objectives as those listed above. Objectives numbers one and three would be more than adequate for small home economics units initially establishing an intercultural-international program, and not planning to develop a curriculum for students preparing for international service.

In addition, each home economics unit will need to determine the scope of its international program so as to focus on specific selected world areas. A quality program can best be developed by concentrating resources in one or two geographic areas rather than trying to cover the globe. No university or college should try to do everything. Overcommitment is a real danger.

Guideline B: Establish an administrative structural organization to develop and coordinate the international program within home economics; to serve as a medium of communication to interpret and inform

the university administrators, the faculty, the students, and the public concerning the programs and achievements; to develop proposals for funds; and to administer and evaluate the program.

Each unit of home economics will need to establish an administrative organizational structure for the intercultural-international program. International programs within professional schools demand a constant and enlightened leadership. A committed intercultural-international faculty committee, or committees, should be formed to develop, administer, coordinate, and evaluate the program under the direction of the administration of the home economics unit. The chairmanship of the committee can be rotated, but communication is essential to interpret and inform the university administrators, the faculty, and the public concerning the program.

The organization established within the home economics unit will need to maintain close communication and cooperation with the Office or Center of International Studies at the university, and be knowledgeable on the developments in international education activities in other professional colleges within the university, including the College of Arts and Sciences. The administration and the faculty committee on intercultural-international education can, in addition, generate proposals for funding different aspects of the program.

The commitment to the intercultural-international dimension will entail additional financial demands for the home economics unit. To assure a quality program, provision must be made for adequate short, and most especially, long term funding consistent with the educational purposes and scope of the intercultural-international home economics program. Those responsible for the structural organization established

within the home economics unit need to be aware of possible federal, public and private funding resources for expenses such as foreign travel for faculty, exchange visitor programs, specialized library resources, and student fellowships.

An additional responsibility of those responsible for the organizational structure established for the intercultural-international home economics program is to promote the development of the curriculum; to either increase the intercultural-international dimension throughout all areas of specialization for general citizenship, and/or to develop the professional intercultural-international service major. Home economics units offering either or both programs will need to establish procedures for curriculum and continuous evaluation.

Oklahoma State University established a faculty intercultural-international committee to develop the program and suggested curriculum. The committee, in cooperation with the home economics administration, serves as the principal vehicle of communication with the university's Office of International Programs, the international studies program of the College of Arts and Sciences, and for evaluating students' interest in an international service curriculum. Faculty members who are committed to the intercultural-international dimension and who have participated in programs over-seas comprise the chief membership of the committee.

Guideline C: Maintain an organized and official educational relationship with one or more countries on a long term basis.

Whether a home economics unit engages in a formalized contract abroad to provide specific technical assistance to an institution overseas or enters into a more informal "sister to sister" collaborative

agreement, benefits are derived by the international exchange. Technical cooperation in its truest sense involves professional cooperation--United States professors go abroad, foreign professors and graduate students come to the United States institution--and the chief emphasis is upon assistance, upon helping the host (over-seas) institution to accomplish specific objectives with financial assistance usually provided by a third party such as AID, a United States foundation, the World Bank, or some other international agency. The purpose of technical cooperation is change suited to the needs of the cultures involved.

An international activity that increasing numbers of United States institutions are becoming involved in and which is to be recommended is that of educational exchanges and collaboration with institutions overseas on an informal, continuing basis. The relationships among the staffs of the two institutions are more nearly collaborative than in programs of technical cooperation. The collaborative programs are much less costly than those designed to build new institutions or educational programs abroad, and substantial benefits are derived by both cooperating institutions. The United States institution can continue to develop and maintain faculty competence in international education, can conduct a continuing research program for the enrichment of the intercultural-international curriculum, can develop a quality educational experience abroad for its faculty and students, can maintain contacts with international scholars abroad, and in addition, can contribute to the development of the institution in the other country.

Education and the process of change is a slow process. Most formal institution building contracts are for a limited period which can be greatly enhanced if a continuing relationship is maintained following

the termination of the contract. The means for making the changes in the cultural patterns necessary for development without destroying important human values in developing nations are only beginning to be understood. Years of patient, continuing investigation and trial of methods through international collaboration are required to bring about a world in which free societies can prosper and live peacefully together. Long term collaborative relationships between, or among, institutions are recommended.

Examples of collaborative programs stressing exchange include that of the University of Michigan with Sheffield University in England. "Since 1959 Michigan students go to Sheffield for full-time study of professional education; Michigan faculty members go to Sheffield for one or two years of consultant, teaching and research responsibilities; and Sheffield students study comparative education at the University of Michigan." (67, p. 346) Professional collaboration has involved joint publications and cooperation. These and other contacts with British universities enable the University of Michigan School of Education to conduct undergraduate study tours of England. Similar agreements involving only limited financial funding from a third party are currently being developed by universities throughout the developed and developing world.

Faculty

Guideline A: Provide for faculty enrichment through travel, study, research, teaching and other appropriate experiences abroad.

The interest and experience in international affairs of the home economics faculty and extended travel and experience abroad, in

particular, provide the essential foundations from which to plan, develop and execute the essential components of the international home economics program.

The home economics unit that is considering establishing an intercultural-international program must determine to what extent faculty members are to be encouraged to take part in projects in other countries. Faculty strength must be maintained in programs in the home institution. In academic life, an important factor is whether or not effective service abroad counts toward tenure and promotion. Different universities will approach the problem in the context of their own broad educational policies. Some universities give the same consideration to determining tenure and promotion of faculty with experience abroad as for proficiency in teaching or research in the home institution.

Opportunities need to be made available for home economics staff members to expand their first hand knowledge of developing nations, particularly in Latin America, and gain experience abroad through foreign travel grants, Fulbright lectureships, sabbatical study leaves, short-term assignments with specialized agencies such as the United Nations, the Bureau of Educational and Cultural Affairs of the United States State Department, and other federal, public, and private organizations.

The faculty can enlarge their competence in their own disciplines by various means. "Some ways that have already proved effective are the on-campus faculty seminar; the summer faculty seminar, organized either by discipline or foreign area, at a major university center in the United States or at a comparable institution in the foreign area to be studied; an academic year of study at a major university center,

supplemented in some cases by a teaching internship, and followed ideally by several months of study and travel in a foreign area; and lastly, an academic year of study abroad." (66, p. 16).

The On-Campus Seminar. The on-campus faculty seminar constitutes a much used and successful means of stimulating campus interest and developing faculty competence in international studies. "A cooperative faculty development program involving two and as many as six institutions can be planned. The central focus is the study of a non-Western area or society. Released time from teaching and other commitments is generally provided for faculty members. Local faculty members administer the program, and outside specialists usually provide advice and lead the substantive sessions of the seminar. The visiting specialists have been additionally utilized in more general campus activities such as similar lecture series and a public television education course." (66, p. 16)

Experience indicates that the on-campus faculty seminar has been effective and units of home economics have organized these seminars. The faculty seminar has helped "to strengthen the institutional commitment to world affairs education by developing common interests among the faculty, to break down departmental barriers, and to create a greater awareness of the contribution of the various disciplines. It has facilitated institution-wide planning, usually through the clarification of basic educational goals. It has prepared the faculty for curricular changes and influenced departmental hiring policy. It has provided a means for faculty to broaden their knowledge of non-Western societies and cultures and to begin to revise their courses. Success depends upon program leadership and upon the initiative and perseverance

of the individual faculty members. The faculty seminar has stimulated many staff members to seek further international experience." (66,p.17)

Study at University Centers. Study for an academic year at a United States university training center abroad may offer excellent opportunities for faculty development. For this purpose guidance by specialists who are among the best in their fields may be obtained, and faculty improvement seminars may be provided. An internship training experience can be included to prepare the faculty member to use non-Western materials and new approaches in teaching their own courses. The year of study can be supplemented by a summer of travel and study in the other country.

College teachers who are not able to devote a full academic year to study at a university center can give a semester, a summer or several summers for that purpose. Certain competencies can be developed in a short session, especially if a quality seminar or workshop program is organized and guided by competent specialists.

Teaching, Research, and Study Abroad. To develop and maintain faculty competence in international education, a full academic year of faculty teaching, research and study abroad is recommended. Fulbright and other exchange programs provide excellent opportunities for teaching and research abroad. "There is need for faculty study programs combining the resources of the American university area studies center and the practical advantages of direct experience in the foreign environment." (66, p. 19).

The summer period can also be used fruitfully for educational travel and study abroad, but careful planning and guidance are

necessary. The Division of Home Economics of Oklahoma State University has for the past five years "had a faculty Latin American Study Group with members calling themselves 'TCG'--The Committed Group. This group has spent part of each summer in Mexico. Funds from the Ford Foundation to enrich the international-intercultural dimension of home economics have made this possible." (150, p. 1-3).

Cultural immersion in a Latin American environment is essential for United States faculty to gain a comprehensive understanding of Latin American societies, their values, and their aspirations in addition to gaining Spanish language competency. Teaching that inculcates the international dimension directly related to Latin American problems is meaningful only to the degree of the staff member's personal experience and understanding of the Latin American social and cultural setting.

Guideline B: Provide faculty with opportunities to revise existing curriculum offerings, to develop new curricula and learning experiences, and to evaluate the intercultural-international dimension.

To enhance the competence of the faculty, the home economics unit must provide its faculty, once they have returned from abroad, with opportunities to revise curriculum offerings and develop new ones. "The faculty member who has taught abroad is likely to be a better teacher because of having to face new kinds of teaching problems and through gaining a broader view of his subject. New courses and new ways of teaching old courses may result from the insight she acquires." (66 , p. 16)

Both inside and outside the classroom, the teacher with experience abroad can have a significant impact on the world outlook of students. "His courses lose some of their cultural bias; he gives his students

perspective on their own society and culture. He becomes more effective in preparing students for study abroad and in teaching foreign students, since he understands some of the problems they face." (66, p. 16)

Guideline C: Recruit and appoint faculty who have had training or experience abroad to the departments within home economics when positions become available and when appropriate.

A policy should be adopted for selecting and appointing staff to broaden the international base of the academic program, to accelerate the process of change within the home economics unit, and to develop new strengths in the intercultural-international program. When positions become available, the home economics unit should, all other qualifications being reasonably met, appoint faculty who have had experience abroad to the departments within the discipline. "In addition, faculty with special competence in over-seas experience combined with sound training in a discipline should be added to the staff. Specialists on foreign areas, intercultural relations, and on the processes of socio-economic development can carry their share of teaching in the basic courses, offer other courses, broaden the scope of discipline majors and, in addition, contribute to organized area study programs." (66, p. 21)

Guideline D: Utilize visiting scholars as faculty members on a short term and long term basis to the extent possible.

Special efforts need to be made to expand staff employed for the international dimension. Visiting foreign scholars can often contribute special skills and training which will enrich the curriculum. Given competence and the ability to communicate, foreign scholars can

bring new points of view to courses already offered. In addition, "they can bring their American colleagues up-to-date on scholarly and professional developments abroad." (66, p. 23).

A visiting foreign scholars program sponsored jointly by the John Hay Whitney Foundation and the Fulbright scholar program is designed to enable a few exceptionally qualified foreign scholars to teach at American colleges or universities which do not have ready access to visiting scholars." (66, p. 23). Systematic planning for continuous short-term periods at various universities is often the most effective method for utilizing the service of foreign scholars.

To summarize, the first responsibility of a home economics unit committed to introducing international activities into the program is to provide faculty opportunities to gain competence in international education. Only if faculty members are enabled to add knowledge of other geographic areas and cultures, only if by drawing upon their foreign experience they have time to rework and develop courses, only if they can strengthen contacts with scholars of other countries, and only if their efforts are reinforced by the addition of specialists (foreign and national) and by library resources and other materials can they develop effectively the intercultural-international component in the home economics program.

Students

Guideline A: Maintain effective procedures for the selection and admission of home economics students for the intercultural-international concentration major.

The four universities included in this study have identified procedures for the admission, selection, counseling and guidance of all students. However, selection procedures for the admission of home economics students to the intercultural-international curriculum are of particular importance. Home economics units planning to establish intercultural-international programs can benefit by enabling faculty competent in international education to participate in the counseling and guidance of students majoring in intercultural-international service.

Not all students should be encouraged to prepare for work overseas. The unstructured nature of international work is exceptionally demanding of professional competence, personality characteristics, and energy requirements. The intercultural-international curriculum requires both depth and breadth in the biological and natural sciences, social sciences, semi-professional and professional requirements, all of which entail high academic ability and motivation. In addition, employment opportunities for young home economics professionals in international service do not, as yet, warrant a large student enrollment in the intercultural-international concentration major.

Knowledge of the local culture and professional competence are not enough to enable a North American to perform successfully abroad. The elusive quality of a consuming sense of mission, reinforced by sensitivity, patience and sympathetic understanding, good human relationships, "open-mindedness," and an ability to work with local institutions are of vital importance to home economists working abroad.

Hanson correlated personality characteristics related to success in another culture. Creativity, tolerance of ambiguity and

environmental mobility (adaptive capacity) correlated with positive job performance, but ethnocentrism correlated negatively. Hanson's conclusion was that while these characteristics may be useful as part of the criteria for selection of individuals for international work, personality measurement is not sufficiently refined to use as a sole predictor of success in another culture. (88, p. 80)

The procedure utilized for the selection and guidance of students to the international service major in home economics at Iowa State University is effective. The university requirements for all students, grade point average, motivation, and personality assessments are all taken into consideration. The guidance of students in the international service major is principally handled by the advisor assigned to the international curriculum who has had experience and cultural immersion over-seas. Students are provided personal, individualized counseling throughout the four year program.

Michigan State University, the New York State College of Human Ecology at Cornell University and Oklahoma State University provide individualized guidance and counseling to the students of home economics. In the case of the home economics unit establishing a program of intercultural-international service, counseling and guidance on an individual basis with a faculty member who has had experience working abroad is to be recommended.

Research

Guideline A: Provide opportunities for studies and research relating to developing nations, particularly Latin Amerca.

The home economics unit planning to establish or expand an intercultural-international program will benefit from enlarged opportunities to conduct scholarly studies and research by faculty members, graduate students and/or the administration, in or about developing nations. To increase the United States' understanding and capacity to serve effectively in educational programs abroad, research is necessary. Where cooperative participation with educational institutions abroad is practicable, research related to other countries brings mutual exchange of knowledge and methods that can serve in the developmental process and greatly strengthen both the United States' and other countries' scholarship.

Scholarship cannot fail to encompass the experience of man in his multitude of cultures. The task of widening the foundations of scholarship has just begun. "In many countries, the basic facts that constitute the building blocks of scholarly analysis and synthesis have yet to be collected, either by local scholars or by foreigners. Too little information is available for adequate textbook materials. We have meager understanding of such processes as social and economic change and growth in the peculiar setting of each country." (74, p. 27)

There are great needs and opportunities for the individual scholar, whether in a university or in a college such as home economics, to explore the international implications of his own discipline. Research in developing countries is essential for the continual development of the intercultural-international dimension in the curriculum. Scholarly competence of faculty members can be increased by means of comparative disciplinary studies in other countries.

Difficulties exist in planning research in other countries.

Research studies often strike at sensitive points in a culture and therefore must be handled with extreme care, and, wherever possible, should have the interest of and participation of scholars in the host country. Government participation of the host country is often recommended. When cooperation is arranged, the research activities can not only add to the competence of the faculty member, to the home economics intercultural-international dimension in the curriculum, but will help build up competence within the other country as well.

Library Resources, Facilities, and Space Requirements

Guideline A: Provide adequate library resources for an international context within undergraduate and graduate education.

Inadequate library resources are a major difficulty which must be overcome in order to provide an international context for undergraduate education. "According to a survey conducted in 1962 by the Commission on International Understanding of the Association of American Colleges, this deficiency was a major factor, second only to the lack of faculty competence, inhibiting the development of international studies at many universities." (14, p. 26)

At the root of the problem of inadequate library resources is the lack of adequate funds to satisfy all demands placed upon library budgets. Therefore, the college must establish early priorities. Choices must be made and some general purchasing plan prepared. In addition, special efforts should be made to secure funds. Consortium arrangements can greatly aid in the solution of this problem.

Librarians and faculty need to know what books and materials serve various purposes most effectively. The American Field Staff has compiled a selected and annotated bibliography that includes Latin America. The titles are graded as to relative usefulness for undergraduate teaching, permitting libraries to begin to acquire the most fundamental works on the area.

A list of books, issued periodically, perhaps annually, analyzing the most important works on Latin America published within the preceding year is needed. The book lists provided by Foreign Affairs are helpful. An outside consultant from one of the university libraries with experience in international education can provide valuable information and guidance. The Latin American Cooperative Acquisition Project, mentioned earlier in this chapter, can assist universities in broadening and strengthening library resources on Latin America.

Guideline B: Secure and put to use home furnishings and equipment commonly employed by families in developing nations.

United States students of home economics who have not traveled abroad will be unable to understand the realities of family living conditions in developing nations unless some exposure is provided in the classroom. Units of home economics can equip a simulated "developing nation laboratory" with household artifacts from over-seas. Students would benefit by instruction on equipment common to developing nations, such as wood or charcoal stoves. In addition, the lack of refrigeration in many developing nations greatly influences food preparation practices. Students can be introduced into simple procedures for cooling and storage, such as cooling boxes utilized in rural areas of Latin America. Home furnishings characteristic of the developing nations can

be introduced into the classroom experiences. Students in the international service curriculum would develop a greater understanding and be better able to adapt the principles learned in the classroom, if they received exposure and practice on commonly employed home equipment in the developing nations.

Guideline C: Allocate space for experimentation related to different areas of family living.

Housing conditions in developing nations are, for the most part, entirely different from those existing in the United States. Units of home economics can foster greater understanding of developing nations' overcrowded and unsatisfactory housing conditions by means of allocating space for low-income housing mock-ups and other simulated experiences. Students can be encouraged to develop creative suggestions for improvement of the living conditions. The University of Minnesota Department of Housing and Related Arts of the College of Home Economics has installed a learning experience of this type which is unique, and greatly enhances the learning of students.

In summary, William W. Marvel, President of Education and World Affairs, has set down "a checklist of Ten Commandments" for an undergraduate institution seeking an international perspective in units of home economics. The checklist as stated by Marvel is as follows:

- Don't start at all unless sufficient faculty and administration commitment exists--or can be built.
- Create a focal point of leadership for the institution's new efforts in international education--and back it to the hilt.
- Make a full inventory of the college's present resources in non-Western and International studies--faculty, courses, library re-

sources, special facilities.

- Get acquainted with the relevant literature on this area of "institution building."
- Reach out for help and advice--to living situations in other campuses where successful programs have been developed; to consultants who can come in for a few days; and to organizations that are repositories for experience and knowledge on the problems. Don't try to go it alone.
- And in another way, don't try to go it alone. Explore all the available opportunities for cooperative sharing arrangements with nearby colleges or between them and a large university in the area.
- Be especially wary of quick, faddish answers to the problem of building an international dimension into the college.
- Mix in one radical ingredient: the idea of drawing some of the undergraduate student leaders into the planning process.
- From the very outset, plan to absorb gradually into the institution's own budget the cost of the new international program.
- Try to end up with a realistic, meaningful, and, above all, coherent strategy for building the international dimension into the college.

(118, p. 35)

In conclusion, the home economics unit establishing a program in international education must begin with foundations already formed, including the inherent strengths and resources existing at each university. Guided by objectives, stimulated by the creativity, imagination, and international competence of the faculty, and undergirded by university

commitment, the international role will evolve into a major, integral component within the home economics unit.

Summary

A summary of the guidelines for establishing a program in international education is as follows:

General Guidelines for International Education Programs to be Provided by the University.

Guideline A: Develop a philosophy and objectives, and establish a firm institutional commitment to give direction to the international education programs of the university.

Guideline B: Establish a structural organization within the university to clarify the scope of the program and the adopted geographic areas; to develop and coordinate the international programs; to serve as a medium of communication to interpret and inform the Board of Regents, university officials and administrators, the faculty, and the public concerning the programs and achievements; to secure financial support; and to provide for continuous review and evaluation of the programs in light of the philosophy and objectives for international education of the institution.

Guideline C: Involve as many faculty members as possible in international education from among allied disciplines and departments, in work on particular geographic regions and cultures.

Guideline D: Develop the teaching, research, extension and public service programs to include an effective international education component.

Guideline E: Establish cooperative inter-institutional arrangements on a neighborhood, statewide, regional, and/or international basis.

Guideline F: Maintain an organized and official educational relationship with one or more countries.

Guideline G: Cooperate with selected international organizations.

General Guidelines for International Education Programs to be Provided by the Home Economics Unit

Organization and Administration

Guideline A: Develop a philosophy, assume a commitment, define a clear set of objectives, and determine the scope of the home economics international program.

Guideline B: Establish an administrative structural organization to develop and coordinate the international program within home economics; to serve as a medium of communication to interpret and inform the university administrators, all the faculty, the students, and the public concerning the programs and achievements; to develop proposals for funds; and to administer and evaluate the programs.

Guideline C: Maintain an organized and official educational relationship with one or more countries on a long term basis.

Faculty

Guideline A: Provide for faculty enrichment through travel, study, research, teaching and other appropriate experiences abroad.

Guideline B: Provide faculty with opportunities to revise existing curriculum offerings, to develop new curricula and learning experiences, and to evaluate the intercultural-international dimension.

Guideline C: Recruit and appoint faculty who have had training or experience abroad to the departments within home economics when positions become available and when appropriate.

Guideline D: Utilize visiting scholars as faculty members on a short term and long term basis to the extent possible.

Students

Guideline A: Maintain effective procedures for the selection and admission of home economics students for the intercultural-international concentration major.

Research

Guideline A: Provide opportunities for studies and research relating to developing nations, particularly Latin America.

Library Resources, Facilities, and Space Requirements

Guideline A: Provide adequate library resources for an international context within undergraduate and graduate education.

Guideline B: Secure and put to use home furnishings and equipment commonly employed by families in developing nations.

Guideline C: Allocate space for experimentation related to different areas of family living.

CHAPTER V

GUIDELINES FOR THE DEVELOPMENT OF A HOME ECONOMICS INTERCULTURAL-INTERNATIONAL CURRICULUM

Once guidelines have been established for the total intercultural-international education program for the university and home economics, the next step is the development of specific guidelines for the intercultural-international dimension of the home economics curriculum. Therefore, this chapter presents the guidelines pertaining to the development of an undergraduate home economics curriculum. The main topics included in this chapter are 1. the underlying bases for curriculum development, 2. selected factors and conditions in Latin America relevant to curriculum development in home economics, and 3. identification and explanation of selected guidelines for an intercultural-international undergraduate home economics curriculum. A summary of the several guidelines are reproduced at the end of the chapter.

The guidelines for curriculum development identified in this chapter have been determined on the basis of the review of literature; information provided by the interviews conducted at the four land-grant institutions included in the study, in addition to publications, reactions of the panel of judges, and the writer's knowledge from extensive international experience in Latin America. The information provided by the panel of judges not only suggested but, in addition, reinforced the data derived from the review of literature, the interviews and the experience of the writer for determining the

curriculum guidelines to prepare home economists for work in Latin America.

The present stage of development of emerging nations, their unique social, cultural, and economic characteristics and conditions, their patterns of family living and value orientations must be understood by the United States home economist planning to become actively involved in international service. As the university's commitment in international education is established, as faculty interests broaden and new competence is developed, as resources and facilities are increased, as principles of curriculum development are applied to planning specific programs of study, it is anticipated that the home economics units will be better able to prepare home economists who can effectively render service abroad.

Underlying Bases for Curriculum Development

Tyler has stated that education is a process of changing the behavior patterns of people. With change comes the necessity of reformulating educational aims or objectives. To accomplish this task requires the examination and analysis of the many facets of education including studies of the learners and their needs; suggestions from perception, thinking, and creativity; concepts regarding culture, socialization and social learning developed by anthropological authorities; suggestions from the emerging science of group dynamics; changes in social and cultural world realities analyzed by behavioral scientists; and interdisciplinary matching of ideas, theories and techniques. No single source of information is adequate to provide a basis for the selection of educational objectives for an educational program. Different sources

of information should be given consideration in planning a comprehensive curriculum.

Carefully selected and stated behavioral objectives are essential to an effective curriculum as an educational program loses its effectiveness if too many objectives are attempted. However, it is essential to select those objectives that can be attained to a significant degree in a given period of time, as time is required to change the behavior of individuals. To select the most important and consistent objectives, it is necessary to screen all possible educational aims in relation to the philosophy to which each institution and faculty is committed.

A rationale for planning an educational program must be derived from a conception of the objectives that are to be achieved. The educational objectives become the criteria by which curriculum materials are selected, content is determined and outlined, and instructional procedures are developed and evaluated. The total aspects of the educational program thus become the means of accomplishing the basic educational purposes or objectives.

Educational objectives are in essence, value judgements and as such need to be based in a sound and comprehensive philosophy of education. There is nothing more important to an international curriculum for home economics than the basic philosophy of the home economics unit and the higher institution. This provides a sense of direction and a commitment to the importance of undertaking international education programs. The philosophy needs to be an integrating, unifying element of the many aspects of the total home economics curriculum.

The implementation of an undergraduate home economics program in international education calls for some basic decisions in terms of the

pattern, content, and sequence of a given curriculum. The decisions must be made within the framework of the beliefs and objectives of the home economics faculty, which has adopted a commitment to intercultural-international education. In addition, the best interpretation of identified social, cultural, economic and educational factors and trends in the contemporary society should be the basis for determining the curriculum.

Social scientists concerned with the problems of contemporary society see in an analysis of existing conditions the means for deriving educational objectives. On the basis of studies of contemporary problems in a specific environment, educational objectives are formulated to help the learner develop knowledge, understandings, appreciations, attitudes, abilities and skills necessary to deal intelligently with the societal and cultural conditions and factors. The present study has identified certain factors and conditions existing in Latin American countries as a basis for determining guidelines for curriculum development.

There are many ways in which contemporary life of a society may be analyzed, but division into various significant phases is necessary in order to have manageable areas for investigation. In this study problem areas have been delineated that relate to identified factors and societal conditions.

There are several methods which can be used for the development of curriculum for professional education. One is to consider the degree of competence expected of graduates. The guidelines for the home economics undergraduate international service program have been developed by the writer to provide a degree of depth in several areas within home

economics and their related root disciplines.

Authorities in educational fields such as Dressel, Eckert, Gagni, Goodlad, Mayhew and Tyler have created designs for the development of curriculum. For the purposes of this study, the framework that has been created includes three major curriculum components:

1. The basic general education studies,
2. Education in home economics for professional competency, and
3. The professional intercultural-international dimension or concentration.

To determine the guidelines for the development of the undergraduate curriculum in home economics for intercultural-international service the writer, as stated in the introductory paragraph of this chapter, has relied upon four sources of information. The sources include the literature that has been reviewed, the interview data secured from the four land-grant universities, the international experience of the writer, and the information provided by the questionnaire submitted to the panel of judges. The questionnaire data will be considered first.

Selected Factors and Conditions in Latin America Relevant to Curriculum Development in Home Economics

The selected factors the writer initially identified from the literature were four predominant social, cultural, economic and educational factors that directly or indirectly affect families throughout Latin America. The four factors selected are as follows:

1. Population Explosion,
2. Rapid Migration of Rural Populations to Urban Centers,
3. Low Level of Education,
4. Economic Underdevelopment.

These factors were used to develop a questionnaire that was submitted to a panel of five judges for their reactions. The panel of judges, all holding Ph.D.'s or the equivalent, consisted of three home economists, an agricultural economist, and a curriculum development specialist. Also all five judges have had a minimum of two years technical assistance experience with home economics rural and urban educational programs in Latin America.

The Selected Conditions

Six significant societal conditions were identified from the review of literature and the writer's experience, which relate closely to the four selected factors. These conditions considered relevant to curriculum planning for an international home economics program are as follows:

1. Increasing the production and management of individual family resources,
2. Improving the nutritional status,
3. Developing technical skills for wage-earning of adults and youth,
4. Improving the status of health in all age groups,
5. Improving housing conditions and facilities,
6. Fostering the role of families for community development.

Refinement of the Selected Factors and Conditions and Identification of Related Areas Having Bearing on International Curriculum Development

A questionnaire was developed as a technique for securing the reactions of a limited number of international professionals to the selected factors and conditions and accompanying interpretation developed by the writer, and for soliciting their opinions concerning additional

areas of emphasis to be included in an undergraduate home economics curriculum. The questionnaire submitted to the judges consisted of seven sections: 1. Selected social, cultural, and economic factors; 2. Areas of emphasis important to an international home economics program; 3. Basic beliefs in the underlying philosophy fundamental to introducing and offering the international curriculum; 4. Skills necessary in advisement in the general area of work; 5. Educational background and experience to provide leadership at required levels; 6. Educational background and experience in home economics; and 7. General comments. The questionnaire is reproduced in Appendix A.

The Judges' Reactions to the Questionnaire

Section I: Selected social, cultural, and economic factors. The five judges agreed unanimously that the factors of Population explosion, Rapid Migration of Rural Populations to Urban Areas, Low Level of Education, and Economic Underdevelopment are the most important social, cultural, and economic factors currently operating in Latin America.

Section II: Areas of Emphasis Important for an International Program. The five judges were requested to state their "agreement" or "disagreement" with the conditions identified as existing in the contemporary Latin American society. On the basis of the judges' reactions areas of emphasis within the international home economics curriculum would be determined. The five judges agreed that the most important conditions were: 1. Decreasing the population growth rate; 2. Increasing the production and management of family resources; 4. Developing technical skills for wage earning of adults and the high proportion of

youthful population; 3. Improving the nutritional status; 5. Improving the status of health of all age groups; 6. Improving housing conditions and facilities; and 7. Fostering the role of families for community development. Condition No. 1 was assumed by the writer to be a repetition of Factor No. 1, for which reason it was eliminated and the conditions reduced to six.

In addition, the judges were requested to add any additional areas of emphasis considered to be important for inclusion in an undergraduate home economics curriculum. Additions suggested included:

1. Changing some cultural patterns if living levels are to be raised substantially.
2. Relating all education programs to socio-economic realities.
3. Improving standards of living by enhanced understanding of economic principles.
4. Fostering cultural changes when needed, with an understanding of the anatomy of change.

The opinions expressed by the judges were used to determine the most pertinent subject matter for inclusion in an international service curriculum. The areas of emphasis within home economics which were selected include the following: Foods and Nutrition, Management integrated with Family Relations and Child Development, Home Economics Education, and Housing. The area of clothing is considered less important at this time but should be given appropriate attention later for it offers opportunity for additional study and research.

Professional Responsibilities and Skills

Section III: Basic Beliefs in an Underlying Philosophy Fundamental to Introducing and Offering an International Curriculum. In order to determine educational objectives for an international service curriculum, selected professional responsibilities and skills, or abilities, recommended for home economists in international service have been identified. Table I indicates the opinions of the judges to the Basic Beliefs in an Underlying Philosophy Fundamental to Introducing and Offering the International Curriculum.

TABLE I

BASIC BELIEFS IN AN UNDERLYING PHILOSOPHY FUNDAMENTAL TO INTRODUCING AND OFFERING AN INTERNATIONAL CURRICULUM

	Very Important	Important	No Response
A. Skill in applying a belief in service to all society.	1	3	1
B. Ability to foster, through their own actions, a belief in the potential of each individual.	4		1
C. Ability to apply democratic techniques to teaching.	1	3	1

Interpretation:

- A. 60% of the responses of the judges rated skill in applying a belief in service to all society as "Important," 20% rated it as "Very Important," and 20% elicited no response.
- B. 80% of the judges rated ability to foster, through their own actions, a belief in the potential of each individual as "Very Important;" 20% did not respond.
- C. 60% of the judges considered the ability to apply democratic techniques to teaching as "Important," 20% considered it "Very Important," and 20% did not respond to the item.

Section IV: Skills Necessary in Advisement in the General Area of Work. The judges' reactions concerning the skills considered necessary

in advisement, or leadership, in the general area of work are shown in Table II.

TABLE II
SKILLS NECESSARY IN ADVISEMENT IN THE GENERAL AREA OF WORK

	Very Imp.	Sl. Imp.	Imp.	Not Imp.	No Res.
A. Skill in communicating and effectively relating to Spanish and Portuguese speaking families in a Latin American culture.	4		1		
B. Skill in introducing change in relation to the culture and needs of the people of Latin America.	4		1		
C. Skill in recognizing that the program belongs to the people of the Latin American country and be willing to remain in the background.	2	1	1		1
D. Skill in human relationships.	2	2			1

Interpretation:

- A. 80% of the judges rated skill in communication and effectively relating to Spanish and Portuguese speaking families in a Latin American culture as "Very Important," and 20% as "Important."
- B. 80% considered skill in introducing changes in relation to the culture and needs of the people of Latin America as of first importance and 20% as "Important."
- C. The judges varied markedly in their responses to the item "Skill in recognizing that the program belongs to the people of the Latin American country and be willing to remain in the background. 40% considered this ability to be "Very Important," 20% "Slightly Important," and 20% "Important." One judge (20% of the total possible response) did not indicate a rating.
- D. 40% of the responses considered Item D of Section IV to be "Very Important," 20% "Slightly Important," and 20% "No Response."

The panel of judges were asked to list additional advisory skills or abilities considered particularly important for an international home economist. The following were suggested:

1. Skill in assisting people to identify, define, and rank needs or goals according to the importance they attach to them, and skills in assisting them to explore alternative methods for meeting these needs and achieving these goals.
2. Skill in getting people to work together for the general good.

Section V: Educational Background and Experience to Provide Leadership at Required Levels. Table III contains the responses of the five judges in regards to the abilities they considered to be "Very Important," "Slightly Important," "Important," or "Not Important" for providing leadership at required levels abroad.

The judges added the following skills as being necessary for the international home economist:

1. Skill in searching out and using knowledge and other resources from all available sources for the betterment of the home and family life.
2. Ability to adapt knowledge from use in one culture to practical use in another culture.
3. Skill in helping teachers relate their educational programs to the realities of their country.

Section VI: Educational and Experience Background in Home Economics. The judges were requested to rate their opinions concerning the abilities and skills necessary for an international home economist, and the competencies to be developed by means of education and experience in home economics. Table IV incorporates the judges' reactions to the selected items included in section VI of the questionnaire.

TABLE III

EDUCATIONAL, BACKGROUND AND EXPERIENCE TO PROVIDE
LEADERSHIP AT REQUIRED LEVELS

	Very Imp.	Sl. Imp.	Imp.	Not Imp.	No Res.
A. Ability to understand the historical development of Latin America.	1	2	1		1
B. Ability to establish and maintain effective relationships with individuals, agencies, and organizations, i.e., public and private educational systems, higher education, extension, public health, agrarian reform, and housing.	2	1	2		
C. Ability to encourage the knowledge and application of agricultural production by rural school teachers.	1	2	1		1
D. Skill in helping teachers gain additional knowledge related to health and be able to apply it.	2	1	1		1

Interpretations:

- A. The ability to understand the historical development of Latin America was not considered as of first importance by the majority of the judges. 40% considered it "Slightly Important," 20% "Very Important," and 20% "Important." One judge failed to register a rating.
- B. 40% thought it was important for the home economist to establish and maintain effective relationships with individuals, agencies and organizations, 20% rated this as "Slightly Important," and 40% as "Important."
- C. The judges varied greatly in their reactions to the relative degree of importance for a home economist to be able to encourage the knowledge and application of agricultural production by rural school teachers. One judge (20%) considered this "Very Important," 40% rated it as "Slightly Important," one judge (20%) as "Important," and the fifth judge did not indicate a rating.
- D. 40% of the judges considered it "Very Important" that teachers be helped to gain additional knowledge related to health and be able to apply it, 20% rated it as "Slightly Important," 20% rated it as "Important," and 20% did not express an opinion.

TABLE IV
EDUCATIONAL AND EXPERIENCE BACKGROUND
IN HOME ECONOMICS

	Very Imp	S1 Imp	Imp	Not Imp	No Res
A. Ability to assist families in terms of their own aspirations, on the production and management of their total resources.	5				
B. Ability to provide requested information about family planning.	4	1			
C. Ability to provide practical knowledge related to the improvement of family shelter.	2	1	1		1
D. Ability to teach principles of clothing construction.	2		3		
E. Ability to demonstrate in all working situations an understanding of the application of principles of child growth and development.	2	1	1		1
F. Skill in interpreting different food habits and applying principles of good nutrition utilizing the food resources available.	4		1		
G. Skill in teaching principles of food preparation.	2	1	2		
H. Skill in cooperating with local school lunch program personnel for the improvement of health of the school age population and indirectly of their families.	2	1	2		
I. Skill to recognize a need for and ability to direct research or studies in areas of home economics.	4	1			
J. Skill in the development of home economics professional organizations.	1		4		
K. Skill in advising on curriculum planning for the development of home economics at various educational levels.	3		2		
L. Skill in establishing and maintaining effective relationships with home economics related agencies and organizations affecting the development of home economics: FAO, WHO, Peace Corps, IFHE, ILO.	3	1	1		

TABLE IV (Continued)

Interpretations:

- A. The panel of judges unanimously considered an ability to assist families in terms of their own aspirations, on the production and management of their total resources as "Very Important." An area of emphasis within the curriculum for international service is thus important.
- B. 80% of the panel rated as "Very Important" and 20% as "Slightly Important" the idea that the international home economist should be qualified to provide requested information about family planning to families. Family planning is thus included in the international service curriculum.
- C. The judges did not register uniform agreement with the ability to provide practical knowledge related to the improvement of family shelter. 40% rated this ability as "Very Important," 20% as "Slightly Important," 20% as "Important" and 20% no opinion. In the writer's opinion, from extensive experience throughout Latin America, this item is very important.
- D. The majority of the judges (60%) rated the ability to teach principles of clothing construction as of less importance. 40% of the reactions of the judges rated this ability as "Very Important."
- E. Principles of child growth and development were considered important for the home economist by 40% of the judges, "Slightly Important" by 20%, "Important" by 20% and undecided by 20%.
- F. The majority of the judges stated as "Very Important" the need for the home economist to possess skill in interpreting different food habits and applying principles of good nutrition utilizing the food resources available. 20% of the judges rated this as "Important." An area of emphasis within the international curriculum is thus food and nutrition.
- G. Some judges (40%) considered skill in teaching principles of food preparation "Very Important," 20% as "Slightly Important," and 40% as "Important." Food preparation principles are included within the food and nutrition area of emphasis.
- H. The judges demonstrated a variety of opinions related to the importance of the international home economist to demonstrate skill in cooperating with local school lunch programs for the improvement of health of the school age population and indirectly of their families: 40% rated this as "Very Important," 20% as "Slightly Important," and 40% as "Important." Not all five judges have had personal experience with Latin American school lunch programs.

TABLE IV (Continued)

- I. The majority of the judges (80%) believed it "Very Important" that the international home economist recognize a need for and be qualified in the ability to direct research or studies in areas of home economics. One judge (20%) checked this item as "Slightly Important." The response to this item thus justified the incorporation of an independent study experience into the work-study period abroad.
- J. The judges almost unanimously did not consider it very important for the home economist to have skill in developing professional home economics organizations. 20% considered this "Important," and 80% rated it as third place.
- K. 60% of the judges rated curriculum planning for the development of home economics at various educational levels as "Very Important" and 40% as "Important." In the writer's experience this is extremely important. Principles of curriculum planning is included in the international curriculum.
- L. The judges (60%) rated skill in establishing and maintaining effective relationships with home economics related agencies and organizations affecting the development of home economics as "Very Important," 20% as "Slightly Important," and 20% as "Important."

Additional skills and abilities suggested by the judges but not expressed in terms of priorities were as follows:

1. Ability to assist families in understanding the relationships within the family, and their effect on individual family members.
2. Ability to assist families with knowledge in consumer economics, and the purchasing of consumer goods.
3. Knowledge and skill in helping people to understand the simple principles of economics. Example cited: Increased production, improved marketing, and wiser consumption are the keys to a higher level of material well being--not the division of existing wealth among the individual members of a society or nation.
4. Skill in pointing out the role of the homemaker and family in community development.
5. Skill in advising on sanitation and health as related to water and food supply, and avoidance of parasitism.
6. Skill in cooperating with Maternal Child Health Clinics and other health clinics, for the improvement of the health of the preschool child and mother.
7. Ability to assist families in basic art and design principles.
8. Ability to assist families with knowledge in textiles and fabrics.

Section VII: General Comments. The final section of the questionnaire requested the judges to state any additional comments they considered important for an international service curriculum in home economics. Comments included were as follows:

1. The home economics specialist working in international education is potentially a very important change agent. As such, the curriculum developed to train such people might include concepts of

society and social change, and the phenomenon of the role of the change agent.

2. If the home economists are going to work on a technical assistance program for the development of curricula in this area, they need to know how curriculum change is brought about--not just what they think should be taught.
3. If they are going to hope to bring about fundamental changes in social structure such as the role of women, they must recognize the role of the elite and understand how they operate in this context.
4. While the home economist may start out with orientation and some subject matter in all areas of home economics, eventually she should specialize in one or more areas. Therefore, one would not necessarily expect "in depth" training in all of the abilities in one person.

To summarize the results of the questionnaire with the reactions of the five members on the panel of judges, in addition to the information collected at the four universities included in the study, the review of literature, and the writer's experience, the resultant areas of emphasis remained the same as those initially posed by the writer.

They are repeated below:

- Increasing the production and management of individual family resources,
- Improving the nutritional status,
- Developing technical skills for wage-earning of adults and the high proportion of youthful population,
- Improving the status of health in all age groups,

- Improving housing conditions and facilities,
- Fostering the role of families for community development.

The four sources of information employed in this study have indicated that a home economist committed to working in Latin America will require an educational preparation specifically developed for the purpose. The international home economist will be faced with aspects of each of the factors and conditions identified as currently existing in Latin America regardless of the particular nature of her assignment abroad. A home economist working in developing nations will thus be called upon to function in a much broader range of educational activities than is usual in the United States and will need to make a wide variety of decisions of a social, intellectual, and psychological nature. The unstructured nature of international work requires an educational preparation that includes both depth and breadth.

Prior to determining the guidelines for curriculum development in line with the specific requirements outlined for international home economics service, objectives must be selected for the educational programs as stated earlier in this chapter. Suggested objectives for the intercultural-international service guidelines in this study are for a curriculum that would provide opportunities for students to: 1. become oriented to national and international affairs as part of their preparation for responsibility of citizenship; 2. to develop ability to function effectively for the service of families in developing nations, Latin America in particular; 3. to specialize in home economics programs which enable them to serve effectively in positions in the United States which are concerned with minority and disadvantaged groups; 4. to develop professional depth and breadth in selected areas

of home economics which can serve as a foundation for advanced study; and 5. to be involved in studies and experiences in other countries. An added objective which could be included is to provide a professional curriculum planned to meet the needs of students from other countries, particularly Latin America.

Guidelines for the Development of the Intercultural- International Curriculum

There are many designs for curriculum development which have been created by recognized educational authorities. The framework developed in this study for the curriculum guidelines consists of three principle components as follows:

1. Basic General Education Studies,
2. Education in Home Economics for Professional Competency,
3. The Professional Intercultural-International Dimension Concentration.

The guidelines suggested in the following section are presented on the basis of this framework.

Basic General Education Studies

The guidelines for the basic general education studies should be defined in terms of behavioral changes and classified in relation to broad study areas including the economic, social (with emphasis on communication), cultural-anthropological, educational-psychological, and scientific.

Guideline A: Provide for the development of appreciation and understanding of significant concepts relating to the economic, social,

cultural, and psychological development in different world cultures and societies, including those within the United States.

Although universities vary greatly in the requirements stipulated for the basic general education studies within each college and discipline, general education courses are provided in varying proportions. The university that concentrates some of the intercultural-international dimension in the basic general education required courses for all undergraduates, such as Michigan State University, exerts the broadest influence and effectively supports a professional major in international service. Units of home economics which are attempting to develop an intercultural-international dimension in the curricula throughout different areas of specialization can benefit from the international emphasis provided by the introductory courses taken by students in some of the other colleges of the university. At Iowa State and Oklahoma State Universities, the institutions are currently incorporating the international dimension in the general education courses required of all university students. Michigan State University has for some time been strongly committed to the importance of infusing the intercultural-international dimension into the basic general education requirements for all students.

Cross-cultural materials can be introduced in at least two ways. They can be diffused into the basic general education courses offered to all students, and they can be offered as specialized courses devoted primarily to some aspect of the international dimension of the profession. The universities included in this study have applied both methods.

United States home economists working to improve family living conditions in developing nations, Latin America in particular, require a broad foundation in economics and the sociological, psychological and anthropological sciences. A foundation in the social sciences serves as a prerequisite upon which to build the direct, close, understanding relationships with Latin American families that are essential if effective changes and constructive improvements are to be brought about.

Economic Understandings. Basic principles of economics will provide the student with an introductory understanding of the ingredients of economic growth, and the sensitivity of the economies of the developing nations to policies established by the United States. The student would be encouraged to understand that increased production, improved marketing, and wiser consumption are the keys to a higher level of material well-being, and to the improvement of the standards and quality of family living. It is of extreme importance for the home economist to realize the intimate relationship of Latin American political ideologies on the total economy.

The five members of the panel of judges for this study unanimously considered it very important for the home economist to gain an understanding of the importance of increasing the production and management of family resources. Basic general education courses in economics such as Principles of Economics, Economics of Developing Nations or Land Resource Economics, such as are offered at Iowa State University, will provide the student with an introductory understanding of the ingredients of economic growth, and the direct relationship to the standards of living and quality of life experienced by individual family units.

The understandings gained will, in addition, serve as a basis for the management emphasis discussed later in this chapter.

Social and Cultural-Anthropological Understandings. The international home economist needs to develop understandings in the social sciences which would lead to an awareness of the tremendous changes wrought in the world during this century. The wave of modernization through all societies, economic capacities and aspirations of peoples at all levels, the new social and political patterns that have arisen within nations are examples. Students need first to acquire a clear perception of the meaning of culture, learn to compare their culture with another, to seek out what they have in common and where they differ in structure and content. The student must discover how the peoples in each culture go about solving similar problems. "A knowledge of traditions, beliefs, values, and practices of another society will force the student to reexamine those of their own. Inevitably, the greater knowledge and understanding of both results. The student emerges with respect for the traditional value of the second culture and gains a deeper respect for his own." (66, p. 111)

To enable the home economist serving abroad to effectively fill the role of a change agent and adequately serve families of developing nations, an understanding of the relationship of the United States culture to other cultures must be perceived. In expressing an opinion concerning the home economics specialist working in international education, one panel member considers the home economist to be a potentially very important change agent. As such, the curriculum developed to train international home economists might, in this opinion, include broad concepts of culture and social change and the phenomenon of the

change agent.

For the student to respect and understand the cultures of Latin America an appreciation of the historical tradition is necessary. The original motivating force of the European conquest of Latin America was gold and silver for Spain rather than a desire to create a better society. The historical tradition coupled with the dominance of the Catholic Church throughout all the Latin American countries is thus, indramatic contrast to that of the United States. The fairly inflexible social classes and restricted upward mobility resulting from the tight class systems justified by the Catholic Church in the Middle Ages needs, thus, to be interpreted in terms of the cultural tradition of the area.

The people of the countries of Latin America have high aspirations for international status, economic advancement and better education, and manifest a justifiable pride in their own cultures. They are growing, dynamic countries with a past, present and future. Domestic change must be viewed in a world dimension, and world change in its domestic implications.

The international home economist needs an understanding of the dynamics of interaction and change--the intricately tangled network of continual interaction of social, economic, and political forces that act and react upon one another within and among individuals and countries. This process can only be understood when it is perceived as having roots deep within each of the cultures involved.

Curricula vehicles in the economic, social, cultural, psychological, educational, and scientific areas of study emphasizing world geographic areas other than the United States and the problems and processes of

economic, political and social change could be included in such courses as the following: Introduction to Sociology; Cultures, History and Governments of Latin America; Intercultural Relations; and Latin American Economic Geography. Iowa State, Michigan State, and Cornell universities offer such courses.

The international home economist will need to understand the difference between Latin American and United States values such as have been stated by Williams and Foster and briefly summarized by the writer as follows:

United States Values

Latin American Values

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|--|---|
| 1. Work and activity are major virtues and values. Belief: no one should be unproductive, a parasite. | 1. Work regarded as a necessary evil, something most people must do to live. As the lot of man, and a personal necessity. |
| 2. Achievement and success. Achievement an outgrowth of work. Success may come by accident or chance. Success measured by money, status, power, and "bigness." | 2. Near universal belief that good luck (government lotteries) will bring freedom from work and monetary worries. |
| 3. Moral orientation. Conduct judged on moral and ethical principles. "Other directed." | 3. Strong sense of social position. |
| 4. Humanitarian mores. Altruistic motive. "I am my brother's keeper. Manifestations-- sympathy for the underdog, poor, oppressed. | 4. Dominance of the male in the family. "Machismo." "Personalismo." |
| 5. Science and secular rationality. Science will find all the answers. Control over nature. | 5. Strong belief in fatalism. Life is in the hands of God. |
| 6. Efficiency and practicality. "Getting things done." | 6. External forms of human relationships highly stylized and courtesy for its own sake is elaborately developed. |

- | | |
|--|--|
| 7. Progress. "Optimism, and emphasis upon the future rather than the past or present. Receptivity to change...Assumption that the new is better." | 7. Apparent willingness to endure hardships and take risks beyond all rationality. Oriented toward past. |
| 8. Material Comfort. "Value placed upon a high level of material comfort." | 8. Value of material possession is at least as important as its direct utility. |
| 9. Freedom. "Verbal affirmation of the value of freedom is widespread." | 9. Concept of equality of opportunity as a right of the citizens is spreading throughout Latin America. |
| 10. External conformity. "In personal morals a tendency in the culture to legislate conformity...upward social mobility is highly prized..." | 10. Do not believe all men born equal. Each individual is "unique in his inner essence." |
| 11. Individual personality. "Cult of individual personality... to be a person is to be independent, responsible, self-respecting..." | 11. Personal and national pride are highly valued. Latins seek the perfect solution. |
| 12. Racism and related group-superiority themes. "Assumptions of biological superiority to buttress the existing system of power and prestige. The organic-racist view of man stands in sharp opposition to most of above defined values." | 12. Power is respected and desired, and authority may be flouted. "Personalismo"--effective personal working relationships with the right people is often the basis on which government and business function. Dignity and face of the individual must be preserved at all cost. |

(U. S. values quoted from 123, p. 173, Latin American values adapted from 75, pp. 3-C, 7-C)

Home economists working in Latin America will need to gain an understanding of and appreciation for the similarities and differences in values among peoples in other countries and those in Latin America.

Guideline B: Provide an awareness of the role of communications in the change process and opportunities to develop communications skills.

As a "change agent" working for the most part in a direct personal relationship with individuals and families, the home economist needs to become alert to inferences provided within a language, and be aware of the importance and complexity of communications and its direct relationship to change. The home economist working in any cultural environment, her own or otherwise, needs to be aware of the importance of communications in relating to people. The student must develop proficiency in written and oral expression be it in English and/or a foreign language. Opportunities need to be provided students for the development of communications skills.

As indicated in Table III, four of the five judges rate as very important the need for the international home economist to demonstrate skill in communicating and effectively relating to Spanish and Portuguese speaking families in a Latin American culture. In addition, the ability to introduce change in relation to the culture and needs of the Latin American people was considered very important by 80% of the judges. "Home economics which has the human element as the primary concern in international service seeks 1. to help people of other nations to raise their standards of living, and 2. to enlarge the concern at home and abroad, for international culture. Home economics, by the nature of its program. leads to involvement with people just where they live." (105, p. 41)

The home economist in international service must communicate in her own language with Latin American families. To understand how human are the reactions of a people to the possession by another group of greater power and wealth, sensitivity and empathy can be developed only by competency in the Spanish or Portuguese languages common to Latin

America. These intellectual skills will enable the home economist to develop a framework within which necessary changes can be brought about to improve the quality of family living in developing nations.

An understanding of the role of communications in the diffusion of new ideas, new practices, and innovations is necessary for the home economist to understand how new ideas affect (or fail to affect) the existing social order of each cultural environment. The gap between what is known and what is effectively put to use needs to be bridged. The home economist needs an understanding of how new ideas spread from their source to potential receivers, and what factors affect the adoption of the innovations. An understanding of how innovations are brought about can be provided students in courses such as Communication and Change and Communication and National Development offered at Michigan State, and Adoption and Diffusion of Innovations offered at Iowa State University.

Guideline C: Provide for an appreciation and understanding of the importance and relationship of the natural and biological sciences to contemporary life.

The purpose of the general education component of the undergraduate intercultural-international curriculum is to provide a common body of knowledge and insights needed by everyone to cope with reality in life and to communicate effectively with others. Since science occupies such a crucial role in contemporary life, no person should be without an awareness of the basic modes of thought of science and the central role it plays in the common daily experiences of all peoples. An educated person today must understand the nature of scientific knowledge as a product of man's imagination, and the continual and mutual

interaction between science and the culture of which it is a part. The nature of scientific knowledge, the way this knowledge is constantly modified and changed, and its impact on man's culture is important for the home economist. Science can be used as a constructive social force only by a public aware of its methods, its potentialities, and its limitations.

Natural and biological science courses such as general chemistry and biology are generally required of all undergraduate students in higher institutions. In addition, courses such as principles of food chemistry, human physiology, and bacteriology or microbiology are necessary to provide a basis for such areas as food, nutrition, health, and sanitation, areas of emphasis recommended within the international service concentration.

The international home economist will be endeavoring to help improve the nutritional status and general level of health of Latin American families. As much understanding of basic principles as possible within the physical and biological sciences is essential to develop the required competencies.

Education in Home Economics for Professional Competency

The educational focus of most professional schools in American universities is still overwhelmingly oriented to national boundaries for the strong vocational reason that the students are prepared to practice professions in the United States, and frequently in specific states. This principle of professional education has become outmoded with the growing United States involvement with the rest of the world. A significant proportion of professional graduates can expect to find part of

their careers in countries other than their own, thus the intercultural-international dimension must permeate throughout all areas within a discipline. American professionals, including home economists have a responsibility to develop the international aspects of their fields. They need to understand their own and to recognize that many of the major problems of their fields are also found in other societies. "Because professionals provide a highly important segment of leadership in the United States, their training patterns can no longer afford to ignore the sort of world that their graduates will enter." (67, p. 24)

As was stated in Chapter IV, the faculty within home economics units that are planning to infuse the intercultural-international dimension throughout all areas of specialization must initially adopt a commitment to a philosophy concerning the importance of international education for all students within home economics. Students majoring in the intercultural-international service curriculum would develop greater depth in selected areas of emphasis included under the curriculum component entitled Professional Intercultural-International Concentration.

Guideline A: Determine the philosophy and define the objectives for the intercultural-international undergraduate curriculum in home economics.

If a strategy of learning commensurate with the changing world is to be realized, a clear-cut program of action will be required. The commitment of the faculty to the intercultural-international dimension must be so unequivocal that there develops an articulated sense of mission. Once the philosophy has been adopted a clear set of objectives will need to be defined by each home economics unit. The specific means by which a new world outlook can be achieved will vary. Each college

or university will have to discover for itself which changes in its educational program will come closest to meeting the requirements. The reorientation to encompass the great revolution in world relationships calls for nothing less than a major clarification of purpose and the application of a new strategy. The necessary adaptation of programs and curriculum will follow, provided that both faculty and students recognize that the new intercultural-international dimension is not an extra, but an integral part of the educational program.

Guideline B: Develop and introduce the intercultural-international dimension into the home economics core requirements or basic courses for all students.

The intercultural-international dimension can be introduced into the various disciplines within home economics by means of the development of courses specifically planned for the purpose of broadening students' insights. Course development can be planned as an intermediate step towards offering a specific international service curriculum in home economics. Courses can be organized by a) incorporating changes in existing courses to introduce the new cross-cultural approaches, and b) developing new courses within home economics.

Colleges of home economics generally require a core of courses for all students regardless of the particular major. Home economics units in universities that are currently in the developmental stages in international education, and which do not as yet, incorporate the cross-cultural dimension in the required general education courses, could initially introduce the cross-cultural emphasis in the home economics core requirements. Iowa State, Michigan State and Oklahoma State Universities require a home economics core and are incorporating the

international dimension in the core courses required of all students of home economics.

Guideline C: Revise existing student learning experiences and introduce new ones specifically concerned with the intercultural-international dimension.

Following a careful analysis of the curriculum in home economics to avoid course proliferation, faculty will need to consider what courses would be replaced and/or revised. New courses concerned specifically with international aspects or those based upon problem or functional approaches can be developed.

Emphasis can be given to utilize selected cross-cultural data as a basis for the comparative analysis approach to knowledge. Students are thus confronted with alternative approaches to problem solving. Courses such as the Oklahoma State Division of Home Economics' Socio-Cultural Aspects of Food and Nutrition, Clothing and Housing could incorporate the role of Latin American women in contributing to the production and management of family resources. The New York State University College of Human Ecology offers a course in Cross-Cultural Aspects of Home Economics Education. Also, the departments of Human Development and Family Studies have developed courses in "Industrialization of the Family" and "The Family in Society." The Department of Design and Environmental Analysis offers "The Future of the House and Urban Life Styles" and an international seminar on "Urban Marginal Areas," as well as a two semester sequence on "Social Aspects of Housing in Developing Nations."

Guideline D: Develop professional proficiency in selected home economics areas with depth of knowledge and preparation essential to international service.

The conditions currently existing in Latin America which have been identified by the author and verified by the panel of judges as significant for the international service curriculum in home economics include the necessity of helping families to increase the production and management of their resources; to improve the nutritional status of the population; to improve the status of health; and to improve housing conditions and facilities. The international home economist will be faced with aspects of each of these, regardless of the particular nature of her assignment abroad.

A generalist type of curriculum may not provide the necessary depth in any one area of home economics essential for over-seas work unless very carefully planned. A specialist curriculum, on the other hand, may not provide an understanding of the interrelatedness of all aspects of family living. The international home economist in developing nations will require considerable concentration in areas within home economics that relate to the societal conditions existing in developing nations (i.e., food and nutrition, management integrated with family relations and child development, home economics education, and housing). These areas were considered as most important by the panel of judges for this study.

Foods and Nutrition. The nutritional status of the people of Latin America is deficient due in large part to the explosive population growth, the rapid rate of migration from rural areas to urban centers with a consequent decrease in agricultural food production. United

States home economists serving abroad must, of necessity, be able to help Latin American families improve the health of all family members, by means of a broad, in depth understanding of the importance of nutrition and its relation to the preparation and preservation of foods and sanitation. A knowledge of nutrient requirements at all ages is of particular importance, in addition to the availability and nutritional value of foods common to Latin America.

The relationships that have been identified and confirmed by Latin American nutrition specialists between the effects of protein malnutrition and mental development of infants hold extremely important implications for improving the nutrition of Latin America's human resources. Maternal and child nutrition and health needs are acute in this area.

The international home economist in Latin America will continually need to make decisions concerning the ways and means of improving the nutritional status through utilizing the foods available in a specific area. The quality or ability to adapt nutritional knowledge to rudimentary applied situations with rural school lunch programs is extremely important. In addition, applied nutrition programs in many of the Latin American countries can benefit from practical suggestions made by a qualified home economist, such as practical directions for incorporating produce from the school gardens.

The young professional will need to utilize the intellectual skills developed in the natural and biological sciences to formulate decisions based upon the unique cultural characteristics and food habits of Latin Americans. The home economist will be challenged to integrate knowledge from the natural and biological sciences (chemistry, human physiology, microbiology) with her understanding and appreciation of the social

sciences. The home economist who understands cultural food habits can apply knowledge of nutrition to help families efficiently utilize their limited resources, particularly in regards to foods.

In addition, the biological sciences can provide the understandings necessary for the international home economist to provide advice to families on sanitation and health, as related to water, food supplies and the avoidance of parasitism. This knowledge, suggested by a member of the panel, is extremely important in Latin America because of the widespread prevalence of parasitism and the consequent influence on the general status of the health of the population.

To provide the necessary depth of knowledge in foods and nutrition, courses such as Nutrition in Human Growth and Development, Advanced Cross-Cultural Nutrition, Food Preparation, Cross-Cultural Meal Management, and a Quantity Food Preparation School Lunch experience could be utilized. The courses could be offered as electives to increase the intercultural dimension for students majoring in other than the international service curriculum. The educational objectives within the course sequence could very well include the nutritional requirements throughout the human life cycle; a study of the nutritional needs of families in developing nations, and suggestions for methods of improving the status of health; basic principles of preparation and preservation of foods indigenous to the area utilizing the equipment and facilities common to developing countries; a study of Latin American and developing nations' food habits, and suggested meal management for improving the nutritional status.

The quantity food preparation principles could be specifically planned to include general concepts of hygiene and sanitation, in

addition to the inclusion of a section on institutional food purchasing and storage. The preparation and use of surplus food commodities from the United States, such as bulgor and trigor wheat, which are distributed to Latin American school lunch programs, could be included in the applied laboratory experience of the nutritional sequence.

Management. Management--a universal function which utilizes the processes of decision-making for the realization of values and goals through the effective use of human and material resources--is important for Latin American families trying to improve their standards and quality of living by increasing their production and management of resources. The panel of judges was in unanimous agreement that management of resources is extremely important in the Latin American context.

An appreciation and understanding of Latin American values and aspirations is essential for the home economist abroad, assisting families with their consumption and purchasing practices, the allocation and extension of their total resources. The cultural and economic perspectives gained in the general education required courses serve to undergird the area of management. A need exists for the international home economist to obtain an understanding of the nature of management integrated with the social sciences, economics, family relations and child development areas.

Decision-making in terms of the specific value orientation of the Latin American culture and the family kinship patterns must be understood by the international home economist. The home economist abroad can make an effective contribution towards helping families improve their quality of living by providing guidance related to better management of family and community resources.

The understandings required in the management area within the international home economics program could be provided by means of instruction in the cross-cultural analysis of management and decision-making, family resources, consumer-education, family and community health. The home economist should be qualified to assist families to identify, define and rank their needs or goals according to the importance they attach to them. In addition, skill or ability should be developed in assisting families to explore alternative methods for meeting their needs and achieving their goals. For example, the College of Home Economics of Michigan State University provides these understandings within the Family and Child Sciences Department.

To enable the home economist to render effective service concerning the management of resources, it is essential that she become aware of the importance of relationships within the family and how they affect each individual family member. Family relations are thus the crux, and management the means, of enhancing the quality of family living. Providing service to families in developing nations in regards to their resources must be carefully thought through, as change introduced in one area directly influences the whole of family life.

The educational objectives which could be included within the management, family relations and child development area relate to: the influence of values in a society upon the pattern of family life; the changing nature of families in contemporary society, the normal growth and development of family members; changing roles of family members; family structure in developing nations; family authority patterns; value orientation; aspirations and goals; effect of factors such as standards of living on the use of family resources; knowledgeable use of community

resources in the promotion of health and prevention of illness in the family; family spending patterns; and maternal, infant and child health.

Housing. The rapid migration of rural populations to urban centers and the population growth rate of Latin America and developing nations in general, are factors that contribute to the proliferation of "squatters villages" in the majority of the Latin American principal cities. The governments of Latin America are actively engaged in the construction of low-cost housing development, but the supply of units cannot meet the demand. In addition, the rural population groups that move into urban dwellings are unprepared to maintain and care for the more sophisticated urban housing facilities. The deterioration rate is severe.

Home economists require knowledge of sanitary and psychological aspects of housing in addition to urban development strategies for marginal areas. Other problems which will confront the home economist include squatters and shanty towns, slum clearance, and self-help home building methods.

The responses of the judges in this study were not uniform in regards to the importance for the home economist to provide practical assistance to families in their housing requirements. United States and Latin American home economists have not occupied an active role in the area of housing with "squatters villages" and marginal urban settlements in Latin America. The writer has had experience working with slum dwellers and marginal populations in Chile, Costa Rica, Ecuador and Peru; this experience has contributed to the author's firm conviction of the benefits that could be derived by Latin American families living in sub-marginal housing conditions from practical suggestions

provided by qualified home economists.

The housing area within the international home economics program should help students to develop an understanding of practical, applied concepts related to the functions of space, ventilation and heating, construction features, plumbing and electrical principles. Simple, practical home improvement instructions for low-income families are fundamental.

The home economist serving over-seas can effectively contribute to improving housing conditions and facilities in developing nations by understandings included in such courses as Man and His Environment, Social Aspects of Housing in Developing Nations, Housing and Culture, and Low-cost Housing Construction and Maintenance or Architectural Home Design. Social, health, consumer, educational, political, religious, and administrative institutions as they influence housing could be included, leading to urban development strategies for marginal areas, and housing for areas in the initial stages of social and economic development. Such offerings would, in addition, greatly enhance the intercultural understandings of all students within home economics if on an elective basis.

Guideline E: Provide for an understanding of the principles of curriculum development and evaluation.

Curriculum planning principles and methods that encompass both the "how" and the "what" need to be understood by home economists working within the United States in an intercultural environment or rendering service abroad. All home economics curricula, including that for international service, need to help students to develop an ability to assess social, cultural, and economic considerations of the environment so as

to plan, develop, teach, and evaluate a variety of in-school, adult, and continuing education programs. Home economists working with disadvantaged, minority groups or over-seas can benefit from being made aware of a variety of instructional methods and evaluation techniques developed for the purpose of emphasizing the potential development of each individual student.

The student preparing for international service needs to understand the principles of curriculum development. This is very important since developing countries are requesting assistance to improve the educational programs, such as planning and developing home economics programs in colleges, universities and secondary schools. "Whether the young professional goes over-seas to work face to face with individuals and groups, to supervise others, to work for a voluntary or an international organization, he must, in most cases, be prepared to act as a teacher, though not necessarily in the classroom, and to act as a teacher of teachers if his influence is to be effective. His goal needs to be to establish himself as an exchanger of knowledge between two countries, each with something to give the other." (74, p. 15)

The prevalent educational teaching method utilized throughout Latin America and the majority of developing nations, is that of an infusion of knowledge rather than developing the ability to think. The curriculum design usually is traditional, academic, and classical with little relevance to the needs of the society.

Latin Americans are demanding educational opportunities in their "revolution of aspirations." In addition, greater relevance is sought for educational programs related to the needs of families. This was considered very important by a member of the panel of judges.

Educational programs for women providing gainful employment skills are also of particular importance.

A general comment of one of the judges in Section VII of the questionnaire stressed the importance of including principles of curriculum planning. The international home economist needs to know not only the "what" to include in a curriculum. The "how" is of critical importance. The home economist will be called on to develop integrated home economics programs for adults and youth. She needs to gain an understanding of the methods of teaching commonly employed in Latin America and developing nations, and learn to adapt them to newer methods to enrich the learning process.

Guideline F: Provide an understanding of educational programs.

In order to work effectively in another country it is important that the professional home economist develop as much understanding as possible of the underlying philosophy, programs and organization of the educational system at different levels within the United States and in the country, countries, or the geographic area in which the individual will function in international services; the significance and type of programs in education for women; the careers and professions commonly followed by women; the emerging opportunities for work for women outside the home; the work considered appropriate for women in the culture and that which provides sufficient income in relation to output of work.

Latin American families in both rural and urban areas aspire to a higher standard of living, a condition which is causing an increasing number of women to enter the labor market, and an additional number of them to seek ways in which they can acquire salable skills. This is especially true of the population groups that have a limited educational

background. The occupations or gainful employment training demanded by women and youth of developing nations should be of a concentrated short-term type which enables them to qualify for wage-earning in a limited period of time. Two of the suggestions included by the panel of judges in Section V of the questionnaire relate to this guideline: 1. skill in searching out and using knowledge from all available sources for the betterment of the home and family life, and 2. ability to adapt knowledge from use in one culture to practical use in another culture. The writer's experience with educational programs throughout the Latin American countries has served to verify the existing interest and need for short-term, concentrated gainful employment programs, specific for each particular country and area.

The curriculum guidelines for the home economist committed to international service in developing nations should include knowledge of concepts, observations, and understandings of educational gainful employment programs currently existing in the United States. Creativity and imagination need to be encouraged in the home economist to enable her to develop suggested wage-earning training programs specific to the needs of other cultures both within and outside the United States. Transplanting programs from one culture to another is generally not advisable.

Guideline G: Provide a supervised experience or practicum with disadvantaged or minority groups.

The home economist who is planning to work in the United States or abroad needs to develop technical competencies for teaching in cultures other than her own. Minority groups in the United States provide an opportunity for the student to initiate her experience in teaching,

under the guidance and supervision of the home economics unit where she receives her training. The experience would provide an opportunity for the student to test her commitment to international service. The student would be faced with a cross-cultural experience which would broaden her value orientation in addition to serving as an introduction to working abroad for the international service student. The four universities in this study are in the process of developing, or have developed student experiences with disadvantaged groups, though more needs to be done within home economics. A practicum experience would provide an opportunity for the international curriculum student to test her commitment to international service.

The practicum experience planned for the Junior or Senior year could be utilized to develop students' ability in conducting an independent study project or research. Each student could be made responsible for developing an independent study project within her chosen major field. An outline of the proposed study would be prepared under the guidance of the student's advisor. The student would develop the study during the practicum experience abroad and would be expected to interpret the results and present the project in written form as an evaluative exercise of the total practicum activity.

Professional Intercultural-International Concentration

The third component included within the curriculum design employed in this study is that of the professional area of concentration in intercultural-international education. A degree of overlapping exists and is unavoidable among the three components because of the interrelatedness of each.

No university, college or professional school should undertake all worthwhile programs in world affairs, although there are some programs that all institutions of higher education can and should carry out. A major professional intercultural-international concentration would be limited to those institutions large enough to provide such a program. Each individual college or unit must, of necessity, define the scope of its own program. This section is concerned with a program for both the university and the home economics unit.

The University

Guideline A: Develop an overall and long term plan for the intercultural-international dimension in the curriculum for all the university and the home economics unit.

Within each university, overall, detailed, long-term planning is essential for the effective development of the intercultural-international dimension. The plan needs to be based upon the university's philosophy and commitment to international education and follow a critical examination of all existing resources. Detailed planning on a university-wide basis is necessary, in addition to college, school, and department planning of ways to fortify existing programs and to create new ones. Institutional issues which will require attention will include, among others, such questions as how to best relate social and technical studies, area studies and professional school programs, and general education and specialized training.

Within the framework of essential administrative support, the plan must provide for the long term broadening of the competence and outlook of faculties. As discussed in Chapter IV, the Committee on the

University and World Affairs, created by the Ford Foundation at the request of the United States Government's Department of State, has stated, "Only if faculty members are enabled to add knowledge of other areas and cultures, only if they have time to rework and develop courses to draw upon their foreign experience, only if they can strengthen contacts with scholars of other countries, and only if their efforts are reinforced by the addition of specialists in relevant departments and by library resources and other materials, can they develop effectively this frontier of American education." (74, p. 16)

In determining their long term plan, universities need to take into account nationwide needs and opportunities. Their diverse and individual efforts, if properly related to national needs, may effect a useful and sound distribution of responsibilities.

Guideline B: Establish effective continuing cooperation among all the colleges, schools, and departments within the university.

Substantial changes within the various continuing educational programs may need to be made within the total university to give undergraduate education a world orientation. The capability of the professional colleges or divisions within each university to broaden the scope of undergraduate education will depend to a large extent upon the development of international studies in the College of Arts and Sciences or Basic College that enrolls all entering students.

The College of Arts and Sciences has the primary responsibility for strengthening and undergirding the intercultural-international dimension of the academic program of all students attending the university. An effective program of international studies extends beyond the competence of a single department, college, or division. The College

of Arts and Sciences can coordinate the work of the several departments in fulfilling the obligation of the university to prepare all undergraduate students for their civic duties in the international sense.

Michigan State University is an outstanding example of the diffusion of international education into all the "heavy traffic" undergraduate courses.

The College of Arts and Sciences of Oklahoma State University is developing an international undergraduate education program. The Oklahoma State University plan will provide an international dimension for all undergraduates, and will establish undergraduate certificate programs in four foreign areas: Russia-East Europe, Sub-Saharan Africa, East Asia, and Latin America. The offerings to be provided by the College of Arts and Sciences will effectively complement, strengthen, and allow for greater depth within the home economics intercultural-international curriculum.

Guideline C: Develop selected university offerings of an intercultural-international nature relating to the cultures and areas of the world with which the institution will associate and which contribute to the intercultural-international concentration.

In addition to the offerings provided through the Basic General Education Studies already discussed, the College of Arts and Sciences and other college units will need to provide certain professional offerings to supplement those of home economics. Examples may include such as the following: the interdisciplinary courses offered by the Institute of International Agriculture at Michigan State University. Several interdisciplinary courses on international agricultural development, nutrition, and administration are offered by the Institute cooperatively

with other departments. The College of Education of Michigan State University, in cooperation with the Mott Institute for Community Improvement, offers a comprehensive training program for teachers of economically disadvantaged children. The four universities in this study provide similar offerings.

Guideline C.1: Develop some competency in the use of the language common to the particular geographic area of concentration selected.

For the international home economist to effectively relate to families in developing nations and Latin America in particular, an understanding of, and ability to communicate in their own language is essential. Change can only be brought about by means of the establishment of a thorough understanding of the value orientations and motivations of the peoples with whom the home economist is working. A minimum of a two year course of study in any one language is to be recommended. Spanish would allow for greater flexibility as it is the language native to eighteen of the nineteen Latin American countries.

Guideline C.2: Provide for an understanding of the relationship of explosive population growth rates to economic national development in the emerging nations.

While available evidence allows only the most tentative of generalizations regarding education and fertility, studies have been conducted in Japan, Korea, Taiwan and other areas directed at adult fertility control. The association between educational level of the population and receptivity to fertility control programs has been striking. Some evidence exists that the general educational level of a nation is inversely associated with fertility, irrespective of ideological or

religious factors may be significant. A tentative conclusion stated by Adams in the 1969 Yearbook of the National Society for the Study of Education is as follows: "Educational programs aimed at fertility control will probably be most successful in areas of high fertility where literacy rates exceed 50 percent." The Latin American countries in Group I and II in Chapter II of this study would fall within this category.

The population growth rate in Latin America is the highest in the world and directly influences the quality of family living. Latin American families are actively seeking information related to family planning. The international home economist can assist families by securing the requested information. An understanding of demography, population dynamics, and family planning are not only important in regards to population growth rate, but also to the rapid migration of rural populations to urban centers.

Attitudes and values of Latin Americans concerning family planning have been and are undergoing radical changes. The general public is beginning to realize the full implications of a high rate of population growth, but lack knowledge of the means available to limit the size of the family. The Republics of Colombia and Chile have been continental leaders in the development of population programs. Alternatives to the family planning clinics approach to population policy are needed, such as education concerning the components of population problems which could be provided by qualified home economists.

The home economist can gain an understanding of the biological, social, and economic implications inherent in population increments by means of courses such as Sociology of Human Fertility, Mortality and

Morbidity, and Migration offered at Cornell University. A general understanding of the social, cultural, political, and medical aspects of population factors would enable the international service professional to acquire an understanding of the value of interdisciplinary team work abroad, in addition to guiding families in Latin America in their search for a better quality of living.

Guideline C.3: Establish a continuing, long term relationship with educational institutions over-seas.

A new dimension in American educational experience is the establishment of educational cooperation across national boundaries. Increasingly, United States programs of foreign assistance to Asia, Africa and Latin America have come to recognize that at the root of the many problems of a developing or new country lies the need for an educated leadership and more highly trained and competent manpower. Nations must rely upon their educational institutions to produce the flow of highly trained and skilled persons and to disseminate new knowledge required to manage their economy and government in domestic and world affairs.

Many of the developing nations look for help from the United States for experience with education in national development and to American universities for a wide range of educational competence and assistance. They recognize that the flexibility in curriculum development, the responsiveness to social need and the broad student coverage, characteristic in varying degrees of American universities, are in many ways suited to their own needs. The United States, in turn, looks to these countries and their educational institutions for opportunities and assistance in developing the North American knowledge about them, and

thus gain new insights into human experience and a better understanding of the United States' society. Education across national boundaries thus offers one of the best means of mutual aid and cooperation between the United States and other countries on a basis of reciprocity and common benefit.

Home economics units can benefit by establishing a long term agreement with an institution over-seas without necessarily incurring great financial outlays. Faculty research and international competence can be fostered on a cooperative basis, students' work-study experience can be jointly planned and conducted, and a continuing international discourse can be established for the benefit of all.

The Home Economics Unit

Guideline D: Develop offerings within home economics specifically for the intercultural-international professional concentration.

Home economics students committed to international service will require specific offerings developed in terms of the particular social, cultural, and economic conditions existing in other countries. Units of home economics will need to develop special courses within each of the home economics departments directly related to the societal conditions existing in the particular geographic area selected. Focus will need to be placed on a limited number of key selected geographic areas. Examples of special offerings such as would be directly relevant to the Latin American countries are cited in the discussion of Guideline D under the second curriculum component of this chapter.

There are additional specific offerings which would need to be provided by home economics units to develop the required competencies

for the international home economist working in developing nations. An additional such offering of prime importance is that of an educational experience abroad.

Guideline E: Provide an educational experience abroad.

Education must provide an understanding and appreciation of the world in which we live, and of the varied ways of life found in it. Some of this can be conveyed through classroom instruction and learning, but there can be no substitute for direct contact with those who belong to a different culture.

Study abroad can lead not only to acquisition of knowledge about world affairs, to an appreciation of developing nations' cultural heritages in general, but in addition, it can give the student a first hand understanding of the meanings of cultural differences. The student develops a more objective and deeper appreciation of his own society, and gains a clearer vision of his own personal values.

A planned period of study abroad is essential as an integral component of the intercultural-international home economics curriculum. The student develops the ability to apply the learnings acquired in each of the disciplines included in the educational program. Cultural immersion enables the student to gain face to face contact with the reality of the problems influencing families in developing nations, and stimulates the development of devising methods which can contribute to ameliorating them. A quality study abroad program should strive for the intellectual and professional advancement of the student, the broadening of his vision, and a furtherance of international understanding.

United States institutions of higher learning with home economics programs can seek arrangements with counterpart educational institutions in Latin America where the students can be based. The students could be made responsible for developing an independent research study project in one of the disciplines included in the curriculum. The study outline for the independent project abroad could be individually planned under the guidance of the student's advisor prior to the initiation of the travel experience. The New York State College of Human Ecology has developed such an educational experience. A work-study independent project could be conducted with the participation of the host Latin American or developing society, such as a government housing program, applied nutrition, education and/or extension programs. Qualified Latin Americans could be in charge of each student on a counterpart basis.

The sixth area of emphasis recommended as important by the panel of judges in this study, fostering the role of families for community development, would be developed by means of the work-study experience abroad. The home economics student would gain personal, face-to-face contact with Latin American families and could apply the knowledge gained throughout the 4-5 year curriculum. The student could be encouraged to assess ways and means of fostering the role of families in community development.

Evaluation would need to be built into the planning of the work-study program to assure that the experience is an integral part of the total four to five years professional program. Consideration could be given to plans concerning how the student can be utilized as a resource person upon return to the campus. The influence of study-abroad experiences on personal career objectives and a systematic analysis of

the impact of over-seas study could be considerations for evaluation.

Recommendations concerning study-abroad programs have been determined by the Federation of Regional Accrediting Commissions of Higher Education. In 1967 the Federation suggested that institutions that conduct study programs in other countries or whose students participate in such programs should ascertain that the programs meet the following recommendations:

1. Programs should be clearly relevant to the purposes and objectives of the sponsoring or participating institutions.
2. Be designed to provide educational experiences integrally related to the institutions' undergraduate curriculum.
3. Be limited to carefully selected students.
4. Have rigidly specified language proficiency requirements when appropriate to the program and place of study.
5. Include extensive preliminary orientation for intended participants.
6. So far as conditions permit, be staffed and directed under the same policies as the home institution--continuity of administrative direction is specially important.
7. Provide counseling and supervisory services at the center abroad equal to those on the home campus, with special attention to problems peculiar to the location and nature of the program.
8. Include clearly defined criteria and policies for judging performance and assigning credit in accordance with prevailing standards and practices at the home institution.
9. Stipulate that students will ordinarily not receive credit for study abroad undertaken without prior planning or approval.

10. Include provisions for regular follow-up studies on the individual and institutional benefits derived from such programs." (127, p. 24)

A quality program providing cultural immersion where the student would need not only linguistic ability but physical and psychological stamina to cope with the stress of cross-cultural encounter would serve as a pre-evaluative experience for the student and the total international service program.

Summary

In summary, the guidelines related to the development of a home economics international service curriculum at the undergraduate level have been determined on the basis of the review of literature, information provided by the interviews conducted at the four land-grant institutions included in the study, the reactions of the panel of judges, and the writer's extensive experience in Latin America in programs related to home economics. The guidelines are stated in summary form utilizing the curriculum design developed in the study.

Basic General Education Studies

Guideline A: Provide for the development of appreciation and understanding of significant concepts relating to the social, economic, cultural and psychological developments in different world cultures and societies, including those within the United States.

Guideline B: Provide an awareness of the role of communications in the change process and opportunities to develop communications skills.

Guideline C: Provide for an appreciation and understanding of the importance of and relationship of the natural and biological sciences to contemporary life.

Education in Home Economics for Professional Competency

Guideline A: Determine the philosophy and define the objectives for the intercultural-international undergraduate curriculum in home economics.

Guideline B: Develop and introduce the intercultural-international dimension into the home economics core requirements or basic courses for all students.

Guideline C: Revise existing student learning experiences and introduce new ones specifically concerned with the intercultural-international dimension.

Guideline D: Develop professional proficiency in selected home economics areas with depth of knowledge and preparation essential to international service.

Guideline E: Provide for an understanding of the principles of curriculum development and evaluation.

Guideline F: Provide an understanding of educational programs.

Guideline G: Provide a supervised experience or practicum with disadvantaged or minority groups.

Professional Intercultural-International Concentration

Guideline A: Develop an overall and long term plan for the intercultural-international dimension in the curriculum for all the university and the home economics unit.

Guideline B: Establish effective continuing cooperation among all the colleges, schools, and departments within the university.

Guideline C: Develop selected university offerings of an intercultural-international nature relating to the cultures and areas of the world with which the institution will associate, and which contribute to the intercultural-international concentration.

Guideline C.1: Develop some competency in the use of the language common to the particular geographic area of concentration selected.

Guideline C.2: Provide for an understanding of the relationship of explosive population growth rates to economic national development in the emerging nations.

Guideline C.3: Establish a continuing, long term relationship with educational institutions overseas.

Guideline D: Develop offerings within home economics specifically for the intercultural-international professional concentration.

Guideline E: Provide an educational experience abroad.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

This chapter summarizes the findings of the study undertaken to determine guidelines for developing an undergraduate home economics international program to prepare students in United States universities for service in developing nations, particularly Latin America. Recommendations for further study are included.

To gain some understanding of university programs for international home economics education four land-grant institutions were selected and visited: Iowa State University, Michigan State University, the New York State College of Human Ecology at Cornell University, and Oklahoma State University. All available information from reports and catalogues was examined concerning the historical development of international education programs, each university's structural organization for international education, faculty and student involvement, home economics curricula, and international education research in home economics.

The first set of guidelines related to the intercultural-international home economics program for the university as a whole and for the home economics unit within the institution. These guidelines were developed on the basis of the interviews held at four land-grant institutions, the review of literature, and the writer's experience in international education. The guidelines include considerations related to the organization and administration, faculty, students, research,

library resources, facilities and space requirements. The guidelines are listed in summary form in the final section of Chapter IV.

The second set of guidelines relate to the development of an intercultural-international undergraduate home economics curriculum. These guidelines were developed on the basis of the review of literature, information provided by the interviews at the four universities, the reactions to a questionnaire of a panel of five international professionals, and the writer's extensive international experience.

Four major social, cultural and economic factors selected include:

1. Population Explosion,
2. Rapid Migration of Rural Populations to Urban Centers,
3. Low Level of Education,
4. Economic Underdevelopment.

Six significant societal conditions that relate closely to the four factors and are relevant to curriculum planning for an intercultural-international home economics program were determined. The major conditions identified were as follows:

1. Increasing the production and management of family resources,
2. Improving the nutritional status,
3. Developing technical skills for wage-earning by adults and youth,
4. Improving the status of health in all age groups,
5. Improving housing conditions and facilities,
6. Fostering the role of families for community development.

These factors and conditions were used to develop the questionnaire that was submitted to the panel of judges for their reactions concerning the factors and conditions selected.

The guidelines for the development of an intercultural-international curriculum in home economics were incorporated into the curriculum design developed in this study and consisting of three principal components: 1. basic general education studies; 2. education in home economics for professional competency; and 3. the professional intercultural-international concentration on the part of the university and the home economics unit.

The guidelines for the development of an undergraduate home economics intercultural-international curriculum include those pertaining to: 1. broad study areas in the general education studies which include the economic, social (with emphasis on communication), cultural-anthropological, educational-psychological, and the scientific; 2. the education in home economics for professional competency which include suggestions concerning the importance of a philosophy and determination of program objectives, the introduction of the intercultural-international dimension into home economics core courses, revision and introduction of new courses, development of professional proficiency in selected home economics areas, curriculum development principles, an understanding of educational programs abroad and the planning of a practicum with disadvantaged groups; and 3. the professional intercultural-international concentration which includes suggestions on a total university basis for developing an overall plan for the program, establishment of cooperative relationships within the university, development of selected university offerings related to international education such as language competency and family planning, and the establishment of a continuing long term cooperative arrangement with an institution in another country. Guidelines within the professional

intercultural-international concentration to be provided by the home economics unit include the development of specific offerings for professional competency and the incorporation of an educational experience abroad.

The two sets of guidelines for establishing a program and developing an intercultural-international curriculum in home economics are presented in summary form at the end of Chapters IV and V respectively. An example of a suggested framework for an intercultural-international home economics curriculum that was developed on the basis of the guidelines is reproduced in Appendix B.

Recommendations

The results of the study lead the writer to recommend the following:

1. It is recommended that on the basis of the guidelines suggested in this study, home economics units in higher institutions should incorporate the intercultural-international dimension in their existing curricula, though not as a professional concentration necessarily. An educated citizenship today demands an awareness of the world's inter-relatedness.

2. It is recommended that some additional, large home economics units develop an intercultural-international curriculum major. Only one formally organized program at the undergraduate level appears in a university catalogue. However, other institutions have programs that are individually administered. The demand for home economists qualified for international service justifies programs in a few additional universities that have the necessary resources.

3. It is recommended that units of home economics planning to establish international programs limit themselves to selected geographic areas for the development of in-depth, quality programs. Resources for intercultural, international education activities are limited, but can be effectively extended by the establishment of cooperative inter-institutional (consortium) arrangements with other universities concentrating on the same geographic and cultural areas of the world.

4. It is recommended that units of home economics planning to offer an international program for preparing students to serve in developing nations, establish if possible, a cooperative agreement with an institution of higher education abroad. The reciprocal agreement could contribute towards preparing competent future staff; allow for a quality work-study experience for students in the international major; provide an opportunity for research and cultural immersion on a continuing basis for home economics staff members; and in addition, would contribute to the further development of the home economics profession abroad.

5. It is recommended that units of home economics encourage and provide for faculty to study different cultures within the United States and abroad. Faculty members benefit greatly from participation in intercultural programs such as that of the inner-city scholarships in large urban centers.

6. It is recommended that a study of the development of curriculum guidelines for an intercultural-international home economics program at the graduate level be planned. International home economics advisory technical assistance assignments abroad are increasingly demanding graduate trained home economists.

7. It is recommended that further study be conducted on the development of undergraduate and graduate home economics curricula specific for the needs of students from other countries, particularly Latin America. The enrollment of students from other countries is increasing, and curricula more related to their specific needs is being demanded.

8. It is recommended that universities and home economics units with international programs expand studies and research to include significant international components in light of the adopted philosophy, objectives, and selected geographic areas which will have bearing on the undergraduate and graduate curricula.

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APPENDIX A

QUESTIONNAIRE SUBMITTED TO PANEL OF JUDGES

224 N. West Street
Apartment #15
Stillwater, Oklahoma 74074

Dear _____

Your willingness to serve as a member of the panel of judges for the study on the Development of Curriculum Guidelines to prepare students in United States Colleges of Home Economics for International Service is sincerely appreciated.

Your cooperation has been requested for the purpose of (1) establishing the areas of emphasis and relative degree of importance of problems currently affecting Latin American families, and (2) to determine the professional skills that are particularly important for United States home economists working in a variety of programs for service to Latin American families.

As a basis for the development of the international service curriculum selected socio-cultural and economic factors have been identified as follows (Section I):

1. Population Explosion
2. Migration of Rural Populations to Urban Areas
3. Low Level of Education
4. Economic Underdevelopment.

Inter-related problem areas created by the above factors have been identified that will require solutions that could be provided by qualified home economists. Your judgment will be utilized to assist in the development of the suggestions and recommendations for an international service curriculum.

Thank you for your cooperation.

Sincerely yours,

Jean Audrey Wight

Section II: The areas of emphasis which are believed to be of particular importance for an international curriculum are listed below. Kindly indicate your agreement or disagreement by checking or revising the statement to one with which you could better agree.

Areas of Emphasis	Agree	Dis- Agree	Suggested Revisions
A. Decreasing the population growth rate.			
B. Increasing the production and management of family resources.			
C. Developing gainful employment skills for adults and the high proportion of youthful population.			
D. Raising the nutritional status through increasing food production, improving the system of distribution and education for more effective utilization.			
E. Improving the status of health in all age groups of the population.			
F. Improving housing conditions and facilities.			
G. Increasing literacy.			
H. Fostering the role of families for community development.			
I. Improving the status of women.			

Please add any additional areas of emphasis you consider to be important.

In order to determine educational objectives, selected professional responsibilities and skills for home economists in international service have been identified. Kindly indicate your opinion concerning the degree of importance of each.

Section III:

Basic Beliefs in the Underlying Philosophy Fundamental to Introducing and Offering the International Curriculum	Very Imp	Sl* Imp	Imp	Not Imp	Suggested Revisions
A. Skill in applying a belief in service to all society.					
B. Ability to foster, through their own actions, a belief in the potential of each individual.					
C. Ability to apply democratic techniques rather than authoritarian techniques in all human relationships.					

*Slightly Important

Section IV:

Skills Necessary in Advise-ment in the General Area of Work	Very Imp	Sl Imp	Imp	Not Imp	Suggested Revisions
A. Skill in communicating and effectively relating to Spanish or Portuguese speaking families in a Latin American culture.					
B. Skill in introducing change in relation to the culture and needs of the people in Latin America.					
C. Skill in recognizing that the program belongs to the people of the Latin American country and be willing to remain in the background.					
D. Demonstrates skill in human relationships.					

Please add any additional skills you consider to be important.

Section V:

Educational Background and Experience to Provide Leadership at Required Levels	Very Imp	Sl Imp	Imp	Not Imp	Suggested Revisions
A. Ability to understand the historical development of Latin America.					
B. Ability to establish and maintain effective relationships with individuals, agencies and organizations, i.e., public and private educational systems, higher education, extension, public health, agrarian reform and housing.					
C. Ability to encourage the knowledge and application of agricultural production and marketing by rural teachers.					
D. Skill in helping teachers gain additional knowledge related to health and be able to apply it.					

Please add any additional skills you consider to be important.

Section VI:

Educational and Experience Background in Home Economics	Very Imp	Sl Imp	Imp	Not Imp	Suggested Revisions
A. Ability to assist families in terms of their own aspirations, on the production and management of their total resources.					
B. Ability to provide requested information about family planning.					
C. Ability to provide practical knowledge related to the improvement of family shelter.					
D. Ability to teach principles of clothing construction.					
E. Ability to demonstrate in all working situations an understanding of the application of principles of child growth and development.					
F. Skill in interpreting different food habits and applying principles of good nutrition utilizing the food resources available.					
G. Skill in teaching principles of food preparation.					
H. Skill in cooperating with local school lunch program personnel for the improvement of health of the school age population and indirectly of their families.					
I. Skill to recognize a need for and ability to direct research or studies in areas of home economics.					
J. Skill in the development of home economics professional organizations.					

	Very Imp	S1 Imp	Imp	Not Imp	Suggested Revisions
K. Skill in advising on curriculum planning for the development of home economics at various educational levels.					
L. Skill in establishing and maintaining effective relationships with home economics related agencies and organizations affecting the development of home economics, i.e., FAO,WHO,ILO, IFHE, Peace Corps.					

Please add any additional responsibilities you consider important:

Section VII: Please add any general comments you might wish to make.

APPENDIX B

SUGGESTED FRAMEWORK FOR AN INTERCULTURAL-INTERNATIONAL
UNDERGRADUATE HOME ECONOMICS CURRICULUM

SUGGESTED FRAMEWORK FOR INTERCULTURAL-INTERNATIONAL UNDERGRADUATE HOME ECONOMICS CURRICULUM
Semester Basis. Total hours: 140

Basic General Education Studies

Natural and Biological Sciences, Minimum 16 hours

General Chemistry
Principles of Food Chemistry
Human Physiology
Bacteriology or Microbiology

Social Sciences, Minimum 18 hours

Culture of Latin America
Latin American History and Government
Latin American Politics
Principles of Economics
Economics of Developing Nations
or Land Resource Economics
Intercultural Economics
Introduction to Sociology
Adoption and Diffusion of Innovations

Humanities and Communications, Minimum 26 hours

English Composition
Communication and Change
Communication and National Development

Psychology, Minimum 3 hours

Educational Psychology

Semi-Professional Requirements, Minimum 6 hours

Family Planning
Health and Sanitation
Radio and Television Prog.
Methods Teaching Literacy

Education in Home Economics for Professional Competency

Home Economics, Minimum 45 hours

F&N Nutrition in Human Growth and Development
F&N Advanced Cross-Cultural Nutrition
F&N Food Preparation
F&N Cross-Cultural Meal Management
F&N Quantity Food Preparation, school lunch prog.
Indep. Study Applied Nut. Work-Study Abroad

Management and FRCD, Minimum 15 hours

Human Development in the Family
Management and Decision Making in the Family
Latin American Family Management of Resources
Family and Community Health
Family Relations

Housing, Minimum 9 hours

Man and His Environment
Social Aspects of Housing in Developing Nations
Architectural Home Design
Housing and Culture

Professional Education Requirements, Minimum 15 hours

Curriculum Planning in Home Economics
Educational Programs
Practicum Student Experience with Disadvantaged
Methods of Evaluation

Professional Intercultural-International Concentration,
Minimum 18 hours

Foreign Language, Minimum 18 hours
Sociology Human Fertility, Mortality, Morbidity
and Migration
Educational Experience Abroad

VITA

Jean Audrey Johnson Wight

Candidate for the Degree of

Doctor of Education

Thesis: GUIDELINES FOR DEVELOPING UNIVERSITY HOME ECONOMICS INTERNATIONAL PROGRAMS, WITH EMPHASIS ON UNDERGRADUATE CURRICULUM DEVELOPMENT DIRECTED TOWARD SERVICE IN OTHER COUNTRIES, PARTICULARLY LATIN AMERICA.

Major Field: Home Economics Education

Biographical:

Personal Data: Born in London, England, January 29, 1924. Early childhood spent in Chile, South America.

Education: Elementary and High School in Santiago College, Santiago, Chile. Graduated from High School in 1941. Bachelor of Science degree received from Western Reserve University, Cleveland, Ohio in 1946, with a major in Foods and Nutrition. Dietetic Internship completed at Stanford University Hospitals, San Francisco, California in 1947. Master of Science degree in Foods and Nutrition received from Michigan State University in 1952. Doctor of Education degree requirements completed at Oklahoma State University in January, 1970.

Professional Experience: Chief Dietitian, National Superior School of Nursing, Bogotá, Colombia, 1947-1949. Dietary Consultant Pan American Sanitary Bureau of the United Nations in Central America, 1949-1950. Regional Home Economics Officer with the Andean Zone of the Organization of American States in Bolivia, Colombia, Ecuador, Peru, and Venezuela, 1953-1955, 1956-1959. Nutrition Officer Food and Agriculture Organization of the United Nations (FAO) in Chile, 1962-1964. Latin American Regional Home Economics Officer, Food and Agriculture Organization of the United Nations (FAO), 1964-1968.

Professional Memberships: American Dietetic Association, American Home Economics Association, International Federation of Home Economics.

Publications: Manual de Nutrition Para Escuelas Primarias.

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