



NATIONAL OPEN UNIVERSITY OF NIGERIA

AEM 203



Introduction to Home Economics Extension Module 1

Module I

Unit I What is Philosophy?

1.0 Introduction

In this unit you will be introduced briefly to the general meaning of philosophy as the basis of knowledge, and also to the specific definition of philosophy as it relates to a discipline/profession. You will also learn that philosophy evolves through change of values. Values in turn are affected by certain factors.

2.0 Objectives

On completion of unit I, you should be able to;

- explain 3 dictionary meanings of the word, philosophy.
- define philosophy as used with reference to a discipline/profession.
- discuss how value is affected by goals, living standard, and needs.

3.0 Main Content

3.1 What is Philosophy?

“Philosophy” is a word you will have come across at one time or the other. Can you define “philosophy”?

The original meaning of philosophy as conceived by the Greeks is as follows:

Philein – meaning love

Sophia – meaning wisdom

i.e. philein, Sophia crystallized into “Love of wisdom”, where wisdom means the ability to relate the facts from various forms of knowledge to experience.

The English dictionary meaning of philosophy is diverse (Oxford Dictionary 2001).
Philosophy is defined as;

(a) “the study of nature and meaning of the universe and of the human life”. The Greeks considered anyone who attained knowledge in any area to be a philosopher. Thus, philosophy once encompassed nearly everything that counted as human knowledge. That is why the highest degree in any field (Mathematics, Arts, Social, Physical, Biological, Political Sciences) is the Ph.D. (Doctorate of Philosophy).

(b) “a particular set of system of beliefs resulting from search for knowledge about life and the universe” You may have heard philosophy being referred to as a discipline just as “Science” is a discipline of reason. Areas of philosophical knowledge include analytical philosophy, moral and political philosophy, and philosophy of religion.

(c) a set of beliefs or an attitude to life that guides somebody's behaviour.

In the context of a profession or area of discipline like Home Economics the third definition of philosophy as given above is most applicable. That is to say that the philosophy of a profession or discipline is the fundamental belief or knowledge-attitude that guides that profession or area of discipline. Philosophy in this context can also be viewed as the value-judgment of the discipline since one's values evolve into one's philosophy.

3.2 What is Value?

A value is a measure of worth placed on something. Your value represents your belief or view or feelings of what is good, important or desirable.

Values cannot be seen, but are recognized in behaviour e.g. peace, comfort, health, popularity, honesty, security, knowledge etc. e.g. if you value health, you spend more money on nutritionally adequate diet than on varieties of clothing. (Moore and Brudner 2002)

Values are of two types:

- i) Intrinsic Values – Those that are good for their own sake e.g. love, freedom, truth, aesthetics etc.
- ii.) Instrumental Values (higher values) – Those that are sought as means of attaining the higher values e.g. orderliness in sitting room arrangement as a means to achieve aesthetics. Some values can be both intrinsic and instrumental e.g. knowledge is intrinsic and instrumental to power; health is intrinsic and also instrumental to wealth.

Now let us examine the relationship of values and other factors that affect evolution of philosophy of a discipline. These factors are; goals, standards, needs and likes/dislikes.

- Let us recall that values are reasons why we do what we do (i.e. primary reasons for our actions).
- Now, based on our values we set goals, goals being objectives we want to achieve.
- We set living standards which act as measures for our goals and values – i.e. a measure of how well we have attained our goals based on our values. These could be fixed/rigid standards e.g. as imposed by religion, or culture, or as standards of living (tangible things e.g. goods and services desired by the person or society). (Anyakoohaard Eluwa 1996).
- Needs could be defined as the gap between where we are or what we want and where we want to be or what we want to have.

Maslow ranks these five basic needs in hierarchy (order of importance) starting from the first to the last: i.e. physiological needs (needed to maintain life e.g. food, shelter, sleep, breathing, elimination of waste, sleep and rest), safety, love, esteem and self-actualization needs. Our values are modified by our needs.

Self-Assessment Exercise

i. What is your fundamental belief on material possessions?

Your answer to this question reflects your philosophy.

ii. What things and issues make you happy/comfortable with yourself?

Your response to this question indicates your values in life. Value and other factors as they affect evolution of philosophy of Home Economics will be discussed later in another unit.

4.0 Conclusion

The dictionary meaning of “philosophy” is diverse, but philosophy as a set of beliefs or attitude that guides a discipline is the one appropriate in our context. Philosophy can also evolve from changing values, which themselves are affected by goals, living standards, and needs.

5.0 Summary

In this unit we have learnt that:

- Divers dictionary meanings of the word “philosophy” and have adopted the beliefs and attitude guides for a discipline as applicable meaning of philosophy in our context.
- That Philosophy evolves as a result of change in values, which in turn are affected by goals, living standards and needs.

6.0 Self-Assessment Exercise

1. Give 3 dictionary definitions of “philosophy”
2. Which of these definitions is applicable to the philosophy of a discipline/profession?
3. Relate value to goals, standards, and needs.

7.0 References/Further Reading

Anyakaoha, E. and Eluwa, M.(1996). *Home Management for Schools and Colleges*, Africana – FEP Publ. Ltd

Moore, B.N. and Brudder, K,[2002,]. *Philosophy the Power of Ideas*, 5th Ed., McGraw - Hill Higher Educ.

Oxford Advanced Learner’s Dictionary, Oxford Press 6th Ed.

Unit 2 Philosophy and Objectives of Home Economics I

1.0 Introduction

You will recall that unit I of this course dealt with definitions of the word, philosophy in general and definition of philosophy as applicable to discipline or profession – that philosophy is the statements that guide the training and practice of a discipline. In this unit and the next we will focus specifically on the philosophy and objectives of Home Economics.

In this unit we will examine the need to state the philosophy of Home Economics, we will discuss several definitions of the philosophy of Home Economics and will arrive at an acceptable contemporary definition with a far-reaching coverage. The strategies by which this philosophy is sought to be achieved in Nigeria will also be listed.

2.0 Objectives

At the end of this unit you should be able to:

- state the contemporary philosophy of home economics.
- give reasons why we need to state the philosophy of home economics.
- list the strategies through which the implementation of the home economics philosophy is sought.

3.0 Main Content

3.1 Need for Statement of Philosophy of Home Economics

The need for philosophy statement of a profession/discipline cannot be overemphasized. Every profession/discipline has a philosophical basis for training and practice. Philosophy of Home Economics, therefore, are statements of belief which the training and practice of Home Economics are based.

The need for stating the philosophy of Home Economics arises for the following reasons:

- i. to understand alternate philosophies of the discipline and their evolution in relation to realities of social changes.
- ii. to formulate goals, objectives and plans appropriate for Home Economics education and development in the nation concerned.
- iii. to develop necessary human resources and competence appropriate for various educational and community settings.
- iv. to articulate and defend a personal philosophy of Home Economics informed by professionally relevant conceptualization.
- v. to organize one's own professional resourcefulness, development and growth in matters relating to Home Economics.
- vi. will elucidate (open up) areas of communication and collaboration with colleagues from relevant fields in planning and implementation.

3.2 Defining Philosophy of Home Economics

The philosophy of Home Economics has developed over the years, but the essentials of promoting family living has remained the centre hold. It has been stated in varying ways only to culminate in the same intent and purpose.

The American Home Economics Association defines Home Economics as a field of knowledge and service concerned primarily with strength of family.

At the international meeting of the Permanent Council of Home Economics (Berlin 1965), Home Economics was described as the possible knowledge of all problems regarding home and family, emphasizing research finding dissemination on matters concerning food, clothing, shelter, health and human relationships.

Olaitan and Onagusiobo have conceptualized Home Economics as the study of human and matter resources affecting homes and families, and the use of these knowledge for the benefit of mankind.

From both definitions above Home Economics appears to be the study of activities of the home and their relationships to their environment. In other words, the philosophy of Home Economics could be simply said to be the conceptualization that defines its content as a discipline at any point in History. In subsequent unit you will learn about the historical development of Home Economics.

Hence the contemporary philosophy of Home Economics is the application of the knowledge from the pure and applied sciences, social sciences, Arts and Humanities to develop men and women with fundamental competences in proffering scientific solutions to problems in the use of resources to access and increase information on the facts of life and improve living in the family, the community, nation, and the world at large.

From the definition of the contemporary philosophy of Home Economics you will observe that Home Economics as a discipline has a broad knowledge base, drawing on pure sciences such as Biology, Chemistry, Physics, Mathematics, applied sciences such as Nutrition, information technology, engineering of home appliances, while social sciences include subjects such as sociology, family living, human development and psychology.

In the field of Arts and Humanities, such knowledge as Fine Arts, and Environmental as well as Communication arts are inclusive. All these basic courses as mentioned here form the basis for the applied courses in Home Economics requires to produce competent personnel capable of improving the living of not just the family, but of the community, nation and the world at large.

3.3 Strategies of Implementing Home Economics Philosophy in Nigeria

The philosophy of Home Economics is sought to be achieved in Nigeria through the following:

1. Preparing the individual for home making and family life. E.g. roles as a husband/father, wife/mother, fundamental training in marriage and family.
2. Nurturing and fostering physical development and well-being of he family, community, nation, and institutions (such as schools, hospitals, restaurants)

3. Helping at various governmental levels in their central body for planning and implementing Home Economics programs in education, extension and others at various levels in the country.
4. Taking up positions in the work force (public and private) as Nutritionists in hospitals and communities, as Institutional Managers, Interior Designers, Household Equipment Testers, Textile and Fashion Designers, Administrators in Education and Child Welfare Agencies, Teachers and Research Workers.
5. Keeping up with recent developments in the discipline through organizing of seminars, conferences, reading a wide variety of professional journals and implementing current ideas emanating from such in order to make and carry out intelligent decisions.
6. Contributing to knowledge and improvement strategies through research and communications.
7. Bring about good interpersonal relationships within the home, the community and hence contribute to the world peace at large.

Self-Assessment Exercise

Discuss the adage “Jack of all trade” as applied to Home Economics.

4.0 Conclusion

We have seen that the philosophy of Home Economics could be stated in different ways, but the essentials of promoting family living and by extension that of the community, nation, and the world at large remains the centre hold. This aim has been shown to be sought through certain Home Economics activities.

5.0 Summary

In this unit, reasons for the need to state the philosophy of Home Economics have been advanced. Several versions and the contemporary philosophy of Home Economics have been stated. The strategies by which the philosophy of Home Economics is sought to be achieved have been listed.

6.0 Self-Assessment Exercise

1. State the contemporary philosophy of Home Economics.
2. Discuss 3 consequences of not stating the philosophy of Home Economics.
3. List 4 of the strategies through which the philosophy of Home Economics is sought.

7.0 Reference/Further Reading

Berlin (1965). *Home Economics and the Nations Economy*, Washington, DC, AVA Inc.

Unit 3 Philosophy and Objectives of Home Economics – II

1.0 Introduction

You will recall that we treated the first part of the topic, philosophy and objectives of Home Economics in the last unit (Unit 2). In this unit we shall consider the specific objectives of Home Economics. These objectives are derivable from the philosophy of Home Economics. Philosophy of an individual or a discipline is not static but are subject to change. The motivating factors to the evolvement of the philosophy of Home Economics will be discussed. We will also consider the limitations and factors that pose challenges to the full implementation of Home Economics in Nigeria and other developing countries.

2.0 Objectives

At the end of this unit you should be able to:

- list the objectives of home economics
- discuss the motivating factors in the evolvement of the philosophy of home economics
- discuss the factors hindering effective implementation of home economics philosophy

3.0 Main Content

3.1 Specific Objectives of Home Economics

The specific objectives of Home Economics are the specific competencies expected of professional Home Economists. The unique and versatile preparation of the Home Economics graduate puts him/her in a position capable of taking up various types of positions in Nigeria and internationally. Specifically, Home Economics examine the following:

- i) Family relationships and child development.
- ii) Intellectual consumption of goods and services, including other economic aspects of personal and family living.
- iii) Nutritional needs for different age groups, in health and disease, including creative food utilization for physiological needs and for leisure.
- iv) Housing for the family, including interior decoration and outdoor terracing.
- v) Design of textiles for clothing and for home decoration and other utilizations.
- vi) Selection, construction, and care of clothing to meet its psychological, social and functional significance.

Arts and humanities as an integral part of everyday life to add value to living at the family and wider levels.

- vii) Part of legislative and social action programs which directly affect the welfare of individual and family.
- viii) Co-operation with people of international cultures and agencies who contrive to raise level of living.
- ix) Carrying out research and applying findings to improve family, society, national and world-wide social and economic development.

Self-Assessment Exercise

Examine each of the objectives of Home Economics again. Describe the job specifications for at least 2 areas that mostly attract your interest.

3.2 Home Economics Philosophy

You will recall that in unit 2 we mentioned that one's philosophy is liable to change according to one's values. Values change with age, environment and experiences. Recall also that values are affected by needs, goals and standards. You may need to turn back to unit 2 to remind yourself of the definitions of these three salient words.

Similarly, philosophy of a discipline is dynamic in accordance with trends in societal values – i.e. the rapidly changing state of development of the society motivates the derivation of new philosophy of Home Economics. Motivating factors (values) are responsible for the need for re-statement of the philosophy of Home Economics at different era.

In a latter section of this course the historical development of Home Economics will be discussed. It suffices for now to say that the philosophy of Home Economics at an earlier stage is shown to be that of acquiring knowledge and competence in the arts of cookery, child care, housekeeping and handcrafting for girls in preparation for good home making. Today, as we have seen in unit 2, philosophy of Home Economics has shifted largely from this simple definition to a high level of professionalism.

Let us consider these factors which have motivated derivation of new philosophy for Home Economics:

- 1) Knowledge of nutrition as a science with enormous implication for healthful living has made knowledge in physical and life sciences inevitable in Home Economics curriculum.
- 2) Shift in the society from settlements of small communities to more complex urban dwellings calls for change in housing design and land-space management.
- 3) Human movements for business or leisure have been on the increase, creating need for institutional outfits mimicking home environment “a home away from home”, e.g. hotels, hostels and hospitals.
- 4) More and more people eat away from home either as necessitated by long uninterrupted work hours away from home, or for the pleasure it creates, creating a conducive atmosphere for interpersonal business or social relationships, or just to break the monotony of “home cooking”. Adequate preparation in institutional food management will be required this wise.
- 5) Technology has facilitated domestic tasks – the Home Economist must be competent in the knowledge of operation and maintenance of domestic and institutional equipment.
- 6) Improvement of the socio-economic status of most cultures has been reflected in their change of taste for higher aesthetic and functional values for clothing, housing designs and interior designs.
- 7) Information and Communication Technology (ICT) has globalised information and ideas, and exposure to experiences, all of which have impacted standards of the society. Discovering the changing needs of industries, families, and societies and means of satisfying these needs has necessitated venturing into scientific research in Home Economics.

8) As more and more women get engaged outside the home impartation of early childhood education has shifted on alternate institutions, a phenomenon demanding knowledge of child care and development by the Home Economist.

3.3 Factors Hindering Effective Implementation of Home Economics Philosophy

It is obvious from discussions in this unit and the previous that Home Economics, according to its philosophy, is capable of adding value to family living, create a happier and community, progressive nation and a prosperous world at peace with itself.

However, it is necessary, at this stage, to bring to our awareness the factors that pose as challenges and limitations to the full implementation of Home Economics philosophy in Nigeria and in other developing countries.

These factors include the following:

- 1) Culture and social practices in which the Nigerian women (the homemaker) has very little or no control on decision making on issues that affect her home. This gender issue has arisen for the fact that the woman is often very much less educated and less empowered than her counterpart man. A global move to remedy this situation is however being addressed by including in “the Millennium Development Goals in Africa” the goal to promote gender equality and empower women. (Unah 2001)
- 2) Diversity in the cultural, religious and socio-economic environments calls for fragmentation of possible solutions to family and national problems.
- 3) The declining economy has limited the adoption of new technology that could enhance work simplification in the home. This same economic factor has limited funding for research work to identify the changing family and societal needs in order to proffer solutions to them.
- 4) A society not very dynamic in accepting and adapting to change in the face of changing challenges of the family, society, and the world.
- 5) Competition with other disciplines for science-oriented students has often limited enrollment for the Home Economics program in learning institutions.

4.0 Conclusion

Objectives of Home Economics cover a wide range from performance in family living, food use and nutrition, housing, textile designs, clothing designs and construction, researching, to being part of national and international agencies whose programs directly affect the family, society, world-wide. Philosophy of Home Economics is not static but evolves as a result of certain motivating factors. Implementation of Home Economics philosophy particularly in the developing countries is highly limited by factors such as gender inequality, socio-economic and diverse cultural and religious practices within a nation.

5.0 Summary

In this unit we have examined the objectives of Home Economics. We have considered factors that motivate the derivation of Home Economics philosophy. We have also discussed the challenges and limiting factors to the full implementation of Home Economics philosophy and objectives

6.0 self-Assessment Exercise

1. List 5 objectives of Home Economics.
2. Discuss the challenges to the full implementation of the objectives you listed in question 1.
3. Discuss 5 motivating factors in the evolvement of philosophy of Home Economics.

7.0 References/Further Reading

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Unah, J.I. (2001), Development of Human Society from Primitive to Capitalistic Society in: Philosophy, Society and Anthropology. FADEC Pub. Lagos, Nig.

Unit 4 Historical Development of Home Economics in the USA

1.0 Introduction

Why study the History of Home Economics?

Why delve into the events of the past?

There are advantages to the study of History in general. Every discipline has a history of its development, Home Economics, inclusive. History enables us to link the past actions and events with the present and offers a foundation for future plans in the development of the discipline.

In this course we shall be studying the persons, causes, and activities that had served to develop Home Economics and uplifted it to the academic and professional levels it has attained today.

In this Unit we shall be studying the History of Home Economics in the United States of America (USA), where Home Economics has received the global lead in the professionalisation of the discipline.

In the next Unit we shall examine the History of development of Home Economics in our country, Nigeria.

2.0 Objectives

At the end of this Unit, you should be able to:

- state the need for studying history of home economics.
- describe domesticity in colonial America, with reference to the following occupations: laundry, (washing and ironing), sewing, dish washing, and domestic service.
- narrate the role of technology on domesticity in the past two centuries.
- discuss historically the attitudes towards domesticity.
- narrate the history of Home Economics in terms of persons and events that have made it a progressive profession.

3.0 Main Content

3.1 History of Domesticity in America

It is important to understand the history of domesticity (Home Economics) because its history is intertwined with the history of women in America.

Domesticity used to be a matter of fact; there was no choice regarding it for it was something that had to be done. In the Victorian period most women were responsible for clothing, feeding, educating, and sanitizing their families. The women who were not responsible for such things were usually well off and could afford to hire servants and buy expensive appliances to reduce the labor involved in such tasks. Now, women do not have to be rich to avoid such tasks, as it is a rarity to find someone who must work fulltime in order to fulfill their household's domestic needs. The reasons for this change has been

attributed to advances in technology, increases in scientific and professional activities and the shifting attitudes.

Other women have criticized those who remain in domesticity as being weak and called domesticity a form of imprisonment, thereby rejecting domesticity. Some women have simply extended the burdens of domesticity in ways, causing it to evolve from mere housewifery into a legitimate science.

3.1.1 History of Attitudes Towards Domesticity

Domesticity was considered to be a necessity. This attitude would mostly be associated with Colonial America. Domesticity was just something that had to be done. This period was described as “essential and mundane” (Matthew, 1987) – if the domestic chores were not taken care of then the whole family would be endangered.

The attitude that domesticity was empowering arrived in 1850 as domesticity became more elaborate and valuable. This gave the housewife new sources of self-esteem. Women such as Catherine Beecher in 1873 believed that domesticity was empowering. She believed the rightful role for women was as the leader of a household. Catherine Beecher has often been criticized for opposing women’s suffrage but she considered that if women control the people who vote then women’s suffrage would be redundant. One term associated with this attitude is “the Cult of Domesticity”. This belief, according the Online Dictionary of Sociological Sciences, says that family and individual life is most fulfilling when experienced in a private household where women are chief homemakers and caregivers and that women have moral and temperamental qualities that are best expressed in the personal and domestic sphere of life.

The idea that domesticity was empowering was completely refuted in 1963 by Betty Friedan in her book. *The Feminine Mystique*. Friedan spoke of “the problem that has no name; basically saying that domesticity denied housewives their humanity and potential, a form of physical and mental abuse (McElroy, 2001). Friedan talks of the “delusions of the feminine mystique” and how a woman cannot find her identity in her husband or children (Friedan, B. 1983). In this view, a woman is considered weak by living through others since developing a unique identity is considered difficult. The book helped to spark a cultural revolution and established the idea of housewifery as a disease rather than a choice any healthy woman could make.

The current trend in attitude to domesticity is recreation. No longer is domesticity considered a burden. In fact, it is considered a retreat from the harsh outside world. To understand this trend, one must understand that domestic expectations for women have also changed. As women began to be recognized as individuals, marriage began to evolve into a partnership with men taking on roles that were considered exclusively feminine (Plante, E. 1995). The change in marriage role is not the only thing that has caused domestic expectations to change. Since more married women are now working, the family can now have more money to spend. With this extra money, women can pay others to do domestic chores such as cleaning, child care and cooking.

With the most essential tasks taken care of, women can now spend their free time doing more enjoyable, yet unnecessary, domestic tasks, or crafts as they are now called, such as basket weaving or candle making. It is somewhat ironic that the modern woman now regards some of the most dreaded tasks of the Colonial era as recreation.

3.1.2 History of Occupations Associated with Domesticity

Home washing machine

According to Encyclopedia Americana, near the end of the 19th century, home washing was done manually by using a water-filled wooden tub, a corrugated washboard, and a rubber-roller wringer to extract water. By 1937 the first automatic washer was invented and this assuredly diminished the workload.

Sewing Machine

Sewing had been a typical home activity for many centuries but it was not until Issac Singer invented the first practical sewing machine in 1853 that sewing began to take on a new role (Burman). Home sewing allowed women to save money, combat the declining quality of ready made clothes, and allowed women to express themselves artistically (Burman). Some would even say that home sewing could be a leisure activity or a form of relaxation (Burman). According to Encyclopedia Americana, the Singer Company marketed the first electric sewing machine for home use in 1889, but home electric machines did not become popular until the 1920's.

Dish Washer

In 1886, Josephine Cochran invented a dishwashing machine. Cochran's machine was a hand-operated mechanical dishwasher. Cochran had expected the public to welcome the new invention, which she unveiled at the 1893, World's Fair, but only large businesses were interested (Bellis). It was not until in 1950s that dishwashers caught on with the general public. The company she founded to produce her dishwasher eventually became Kitchen Aid (Bellis).

Iron

Before the availability of electricity, there were a number of alternatives for irons, however, they were tricky to set up, cumbersome and dirty, which would seem to defeat the object of their use on freshly laundered clothes (Linnel). By 1873 such iron models consists of cast iron heated on hot coals or other model types filled with hot coals. Electric irons were much faster in heating up and could therefore be used almost continuously, saving the user a lot of time. By 1936 they could also be used in any home that already had electric lighting. It was rare for homes with electricity to have wall sockets outside the kitchen, so irons were usually plugged into light fitting adaptors, running a bulb simultaneously.

One major changes in domesticity over the last few centuries is the occupations that are associated with it. Originally domesticity mostly referred to cooking and cleaning, though that aspect still remains, it has also expanded and evolved to include more professional and scientific occupations. This evolution started with the idea of home economics, a progressive discipline that sought to modernize domestic ideas.

Domestic Servants

From the beginning of the nineteenth century to the beginning of World War I, domestic service was the single largest employer of women in England (Burnett, 1974). The large number of domestic servants was due to the lack of opportunities available for unskilled women. Because of the lack of skills and options, it comes as no surprise that domestic servants were often stigmatized and mistreated. Domestic service was enticing for several reasons, it hired people of young age (typically twelve), required no previous experience, it provided room and board, and most importantly it gave women an opportunity to learn the domestic skills that would be required when they entered into marriage. As time went on it became rare for one to find an Anglo-American domestic servant, however that is not to

say that domestic service has disappeared. Domestic service still exists and it is still performed by unskilled women with no opportunities.

3.1.3 Technology and Domesticity

Technology has a tremendous role in the way domesticity has changed in the last two centuries. There have been great advances in sciences that, through their application, have greatly reduced the amount of time and the extent of labor required for many domestic tasks.

Self-Assessment Exercise

Can you think of how domesticity in your culture has changed as a result of technology?

3.2 Development of the Discipline of Home Economics

Home economics covers both the influence of science and technology on women's work in the home and the development of the discipline of Home Economics (known initially alternatively as Domestic Science, Family Resources, Consumer Sciences, and other names). The home economics movement attempted to apply scientific principles and discoveries to domestic labor.

3.2.1 Founding of Home Economics

Home Economics was created in Lake Placid, New York on September, 19, 1899 near the beginning of the Progressive Era by women like Ellen Swallow Richards and Maria Panoa, and men like Melvil Dewey (Matthews C. 1987). Programmes were popularly started at agricultural colleges. Such programmes were very basic, consisting mainly of reading lessons for farmers' wives. The founders had envisioned Home Economics to be a way for women breakthrough into the scientific field. However the women once gone into home economics found it difficult to expand into anything else.

Women have usually been excluded from most of the scientific world. However, women were considered to be responsible for the nutritional needs of the family. In the past what this meant for women was that they provided nourishment by cooking. Nutrition has come to mean more than just feeding, but providing nutritionally adequate diets that would support health. Nutrition science has its roots in the 1840s when Catherine Beecher in her "Treatise on Domestic Economy" advised women to acquire the knowledge that could lead to informed decisions on how to feed their families instead of memorization of cookbooks (Kamminga and Cunningham 1995). Thus nutrition knowledge allowed women to both strengthen their domestic position and also enter the scientific arena.

Cornell's College of Home Economics was founded at the beginning of the 20th century with her original Charter stating its goals in a very ambiguous way, such as "domestic sciences and art" (Cornell). In 1909 Ellen Swallow Richards, the first president of the American Home Economics Association had considered the name "human ecology" but this move was vetoed by Melvin Dewey.

3.2.2 Home Economics and the Progressive Era

Home Economics in early 20th century America had a major role in the Progressive Era, a period of development of the welfare state, the triumph of modern hygiene and scientific medicine, the application of scientific research in a number of industries, and the popularization of important research on child development, family health, and family economics.

Women trained in Home Economics in the first quarter of the 20th century worked hard to find and develop new roles and new jobs for themselves, not just in the educational system but also in the private sector – working in the food and consumer goods industries. Between 1900 and 1930 they were found to be working as hospital dietitians, thereby creating for themselves a place within the hierarchy of the hospital community (Sarah).

3.2.3 Home Economics in Mid and Late 20th Century

According to Margaret Rossiter, men moved into Home Economics in the 1960s during which Home Economics gained funding and legitimacy in getting grants and institutional support.

By this time (the 1960s) the name “home economics” was thought to suggest gender stereotypes that many women were struggling to overcome (Cornell). To combat this many colleges began to change the names of their home economics departments to “home ecology” as first suggested back in 1909 by Ellen Swallow Richards. The shift from home economics to human ecology went far more than a change in name – Cornell’s College of Home Economics changed to the College of Human Ecology spelling out more specific goals of its programmes to include: human development, consumer economics, family relationships, human nutrition, household design etc. (Cornell). Steven Clarke of the University of Texas Human Ecology Department was said to have described the difference between the two nomenclatures by saying that although the elements of Human Ecology evolved from the programmes encompassed by Home Economics.

Human Ecology is much more far-reaching. This permitted women to pursue careers in areas that were simply extension of domesticity.

4.0 Conclusion

Women will apparently always be associated with domesticity, although the time and labour associated with many tasks have greatly decreased as a result of advance in domestic technology. This situation has risen due to the reforms by women, and other men who felt that domesticity was damaging. The scope of training and practice of domesticity, whatever name it assumes, has expanded and evolved to include professional and scientific occupations.

5.0 Summary

In this unit we have studied the historical development of home economics with reference to the United States of America by reviewing history of persons, causes, and activities that had served to develop Home Economics from mere domesticity of women in the past to its upliftment to the academic and professional levels it has attained through the beginning of the 20th century to date. Specifically we have examined the history of domesticity in America, the history of attitudes towards domesticity, the history of occupations associated with domesticity, the development of contents of home economics in the early 20th century America to the mid and late parts of the century.

6.0 Self-Assessment Exercise

1. Narrate briefly the history of 3 domestic occupations with reference to the USA.
2. Discuss historically the different attitudes towards domesticity in the USA.
3. Discuss the role of home economics in the Progress Era of early 20th century.
4. Highlight the advances in Home Economics in the late 20th century.

7.0 References/Further Reading

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Unit 5 Historical Development of Home Economics in Nigeria

1.0 Introduction

We have seen in the last unit the development of Home Economics in the US – how one development stage had influenced the subsequent period.

By the same token we shall be examining the processes and contents, in political chronological order, of Home Economics from the Nigerian past to the contemporary Nigeria. Hence in this unit we shall be studying the contents of Home Economics in pre-colonial era, during the colonial era, and post-independent Nigeria.

2.0 Objectives

At the end of this unit, you should be able to:

- discuss the processes and contents of Home Economics education in pre-colonial Nigeria.
- describe the development of Home Economics in chronological order, during the colonial rule in Nigeria.
- narrate the events that have evolved Home Economics education and practice from immediate post-independent days to date.

3.0 Main Content

3.1 Home Economics in Pre-Colonial Era

Home Economics education has existed informally among Nigerians long before the advent of western education as brought by Christian Missionaries.

The nature of the training, devoid of planned curriculum, was by practical observation. Knowledge acquirement was very slow and shallow. The aim was solely to train and prepare the female child (from childhood through adolescence) for handling effectively the chores expected in marriage and motherhood. The Nigerian female child received her early traditional lessons about the home from her mother and close relatives. This is so because in the traditional Nigerian society the mothers with the assistance of close relatives nurture the child physically and socially as well as educate her in the cultural norms of the society. In most cases, home economics education was largely run through the apprenticeship system in which older female children were not trained as homemaker by their own mothers but by their close relatives or by experts in particular trades or skills (such as preparation of traditional food delicacies like akara, moinmoin, agidi etc, or skills like textile dyeing, cotton thread spinning, cloth weaving etc). the pre-colonial era girls were taught to become caring mothers and good housewives though training was through observation and imitation of their mothers or surrogates and their strict supervision. Girls were taught to take care of children, prepare acceptable family meals (without any formal recipes), wash clothes and household utensils, fetch water and keep their houses and surroundings clean. These foster mothers ensure the discipline, perseverance, and informal training required to make their wards acquire the skills and the code of conduct they needed in preparation for their future

roles as homemakers with wholesome personalities to enjoy happy human relationships in the society.

Self-Assessment Exercise

How important, in your assessment, is this informal home economics education for today's young woman in her preparation for latter life?

3.2 Home Economics in the Colonial Era

The nomenclature, Home Economics, was formerly referred to in the colonial era as Domestic Science.

Domestic Science was introduced into Nigeria by Catholic Missionaries from France who arrived in Lagos in 1873. They started the St. Mary Convent School in Lagos, and Domestic Science was a major subject in their curriculum. They taught laundry, needle work, knitting, child care, cookery, housekeeping, etc. The wives of pastors and clergymen were the first adults to receive this training in domestic science. This formal education in domestic science aimed generally to impart knowledge in preparation for good homemaking or in setting up a career, or as was often the case, the combination of both. Later other Christian denominations such as the Anglican (Church of England) arrived in Nigeria and in the course of evangelism Nigerian men were to be trained as clergymen in Britain. Consequently, their wives were also caused to receive training in domestic science while there in Britain. An example of this phenomenon is the late Rev. Ransom – Kuti, and his late wife, Funmilayo (Burman 1999)

In 1927, Queen's College, Lagos (a Unisex Secondary School for Girls) was established and the first principal of the college, Miss Blackwel ensured that domestic science was included in the school curriculum. Other contributors to the development of Home Economics included many expatriate women like Mrs. Johnson, the Deputy Chief Inspector of Education, who had written many books in the area of domestic science. Through the efforts of these European women in education frontiers in Nigeria, Domestic Science in 1931 gained Federal and regional governments' recognition. Female European officers were appointed to look into domestic science in Ministries and to improve women education generally. Domestic Science centres dotted primary school premises nationwide.

By 1956 the curriculum of Secondary Modern School (an equivalent of Modern Junior Secondary School) of the old western region included needle work, domestic science and handcrafts.

3.2 Home Economics in Post-Independent Nigeria

Nigeria gained independence on 1st October, 1960 from her colonial master, Britain although a good percentage of the senior work force was still made up of the British.

By early 1960s domestic science was introduced to the curriculum of some secondary schools run by Christian Missions and by mid – 60s domestic science was incorporated in the WASC (West African School Certificate) syllabus as well as in the Grade II Teachers Training Colleges.

By 1962 in the then eastern region of Nigeria a review of the education system was undertaken to include a system of vocational training and guidance in primary and secondary schools. In response it was recommended that teaching of needle work and handcrafts (for boys), Cookery and Home Management be extended to all categories of primary schools (Mission or Government owned). Since a large number of girls terminated their formal education at the primary schools level either for marriage or for jobs in the public or private service it was considered appropriate to prepare them generally to acquire the necessary knowledge and skills for successful homemaking. (Kamminga 1998)

Female European women continued to work as domestic science inspectors first in the Eastern region and later in the other two regions – namely the North and Western Regions.

In 1960 domestic science was replaced, in nomenclature, by Home Economics in line with happenings in the USA. Since then professionalism has been made of Home Economics. The entry qualifications into Home Economics study in tertiary institutions have been reviewed to include the physical science, even as required for traditionally noble disciplines such as medicine. You will recall how in the previous units, the philosophy of Home Economics has been shown to have evolved to become the application of the knowledge from the Pure and Applied Sciences, Social Sciences, Arts and Humanities to develop not only women but men with fundamental competencies in proffering scientific solutions to problems in the use of resources to access and increase information on the facts of life and improve living in the family, the community, nation, and the world at large.

The University of Nigeria, Nsukka was the first to run Home Economics at degree level. The scope of Home Economics has continued to widen, creating avenues for numerous careers and professionalism in Home Economics as seen today.

4.0 Conclusion

The history of Home Economics in Nigeria shows that Home Economics education has existed informally among Nigerians long before the advent of western education/ the aim was solely to train and prepare the female (from childhood through adolescence) for successful homemaking in latter life. Formal education, known as domestic science, was first received by wives of clergymen as taught by early Christian Missionaries from Europe. The aim was to add value to them as homemakers and provide them with gainful engagement.

The colonial era saw domestic science introduced into schools by British education officers serving in Nigerian public service. Through their efforts which continued into the post-independent period, domestic science as a subject was incorporated into the curriculum of primary and post-primary institutions, and later became a programme of study at degree level in the Universities, with wide scope for professionalism and career pursuits.

5.0 Summary

In this unit the processes and contents of Home Economics have been examined in chronological order from the pre-colonial Nigeria, through the colonial era, to the post-independent period, the contemporary times.

6.0 Self-Assessment Exercise

1. Discuss the processes and contents of Home Economics education in the pre-colonial Nigeria.
2. Discuss the role of expatriates in the development of Home Economics in Nigeria.
3. Highlight the departures from Domestic Science to Home Economics.

7.0 References/Further Reading

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