

A PROPOSAL FOR A TWO-YEAR COLLEGE  
HOME ECONOMICS PROGRAM IN CEYLON

by

THAVAMALAR THAMBIAH

B. S., University of Lucknow, 1953

---

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Home Economics

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1968

Approved by:

*Ruth Keplin*

---

Major Professor

#### ACKNOWLEDGEMENTS

To Dr. Ruth Hoeflin, Associate Dean of the College of Home Economics, under whose direction this report was written, I wish to express my appreciation for guidance and encouragement.

To Professors Gwendolyn Tinklin, Tessie Agan, and Ellen Champoux, I owe a very special gratitude. But for their very generous help, criticisms and constant encouragement this work would never have been accomplished.

## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
Economic Needs . . . . .	4
Social Needs . . . . .	5
II. PURPOSES AND OBJECTIVES . . . . .	7
Purposes . . . . .	7
Objectives . . . . .	9
III. CURRICULUM PLANNING . . . . .	10
Curriculum Requirements . . . . .	11
Entry Qualifications . . . . .	12
Home Economic Courses . . . . .	12
Suggested Supporting Courses . . . . .	13
Examinations . . . . .	14
Main Objective, Area of Learning and Unit Outline . . . . .	17
IV. SUMMARY . . . . .	27
SELECTED REFERENCES . . . . .	28

## CHAPTER I

### INTRODUCTION

Home economics has a unique, strategic and indispensable role in the newly independent developing countries of the world. A major driving force behind the movements for independence has been to establish a government which would broaden the economic and educational opportunities of all.<sup>1</sup> The primary purpose of higher education institutions in the developing countries would be to develop human resources, so that they would improve the economic conditions of the country.<sup>2</sup> The subject matter of home economics is essential in the development of human resources because of its focus on people through improved practices in child rearing, housing, food, clothing, management and disease prevention. An educated home economist can be effective in her community whether she is professionally employed or not.

---

<sup>1</sup>G. F. Ghant, "Role of Home Economics in Developing Countries," Journal of Home Economics, Vol. 54 (September, 1962), 564-69.

<sup>2</sup>Kathleen Rhodes, "Development in Ghana of Higher Education," Journal of Home Economics, Vol. 59 (April, 1967), 265-70.

Keister<sup>3</sup> said that, in the context of a country's general program of economic and agricultural development, home economics education derives its importance from the direct economic contribution made by women. First there is the direct productive effort made by women in running the household or in raising crops and livestock. Second there is the indirect contribution made through the influence of women on the health and well being of the family. This is important for its effects on the productive effort not only of the present generation but, more especially of the next generation.

"Home economics, like other institutions and organizations which serve society has been and must continue to be concerned with the problems of organizing and managing human material resources, so as to deal effectively with the results in change precipitated by modern technology and further complicated by international tensions."<sup>4</sup> Society plays an important role in the betterment of a country. The family is the unit that builds society. It is the task of the woman to improve the welfare of all the members of the family. She should be able to improve the conditions in the environment which affect the family most closely, and thereby indirectly improve the society. As long as the family remains central

---

<sup>3</sup>M. E. Keister, "Planning for Home Economic Education in Africa," Journal of Home Economics, Vol. 57 (April, 1965), 267-71.

<sup>4</sup>N. G. Albanese, "Home Economics in Higher Education," Journal of Home Economics, Vol. 54 (September, 1962), 534-36.

in providing nutrition, shelter, clothing, child care, and the social, psychological and religious development of its members, home economics can make an important contribution. The family and school are still the key institutions in the social order, and their main objectives should be to preserve human values rather than destroy them.<sup>5</sup>

The population explosion has created a need for more housing projects, as well as more educational facilities, and teachers. An increasing proportion of aging citizens raise the question of meeting their needs in nutrition, housing, health and medical care, recreation and social relations. An increasing number of school dropouts, the economically and culturally deprived students, the unwanted and undesirable students are some of the problems facing teachers today, but in particular the home economics teacher.

In Ceylon the educational system has been modeled along British pattern and traditions. The main objectives of education have been to obtain white collar jobs. But a desire for change is emerging. Studies on Ceylon nationalism and its culture are increasing.

The three main objectives of the national education are:

1. To make education available to every child in the country.

---

<sup>5</sup>M. Aleantara, "Teaching Home Economics Today," Catholic School Journal, Vol. 67, (February, 1967), 49-51.

2. To provide an education that is suited to the needs of the country.
3. To foster and develop the cultural and religious heritage of the people of the country.

The needs of Ceylon can be grouped under two classifications: economic and social.

#### Economic Needs

The central economic problem facing the Ceylonese government is how to diversify the economy and, at the same time, increase productivity. Diversification would free the country from its very heavy dependence upon the three estate crops (tea, rubber and coconut) whose price fluctuates widely on the world market and whose future is uncertain.<sup>6</sup> A few years ago government policy emphasized the agricultural factor of the economy, in order to produce sufficient food crops for consumption. No thought was given to the preservation of foods and substitutes for foods. At present, however, along with agriculture, industries in foods, textiles, ceramics, and household utensils have been started. Being in their initial stages, production falls short of demand. Further, the majority of the labor force is unskilled. The development of the productive capacity and efficiency depends on the key factor of sound education and training in these fields. Of these, home economics covers the areas in food, nutrition,

---

<sup>6</sup>W. H. Wriggins, Ceylon: Dilemmas of a New Nation, (Princeton, New Jersey: Princeton University Press, 1966), 53.

clothing and textile, and household equipment. A proper home economics education is essential for the development of human and economic resources of the country.

### Social Needs

In Ceylon 65.5 percent of the population is literate. In spite of the high level of literacy, in comparison to a number of other developing countries, the society still continues its traditional attitudes. These attitudes have often been obstacles to social progress rather than contributing to development.

A sound education can help to give the proper ideas and values to family living, thereby building a healthy society. In Ceylon the educational system grew haphazardly and is characterized by a number of defects. The most serious of these is the lack of a close relationship between the knowledge imparted to the students and their needs in later life. This has been reflected by the Special Committee on Education as stated in its report 1943.

A major defect in our educational system is its excessive uniformity . . . our system of education is purely academic in character and bears little relation to the practical aspects of life.

Among the factors that contribute to the neglect of practical training, perhaps the strongest is the strong social prejudice against manual labor, reinforced by tradition of caste. Parents do not want their children to learn manual skills, because of the deep-rooted cultural influence.



Children reflect the bias of their parents in their own attitudes, and the schools mirror these established traditions in their curriculum.

## CHAPTER II

### PURPOSES AND OBJECTIVES

#### Purposes

There is need for improvement in the society as a whole; its health, nutrition, sanitary housing and child rearing. The secondary school home economics program does not meet these needs adequately. Further if the women employed in the various industries--ceramics, textiles, foods and household equipment--had an intelligent understanding of the raw materials used and the purposes of the product produced, then they would be in a better position to help the consumer and the producer. A college program would not only help meet the above needs, but also would help to solve the problems of the aged, the disabled and the uncared for, and unwanted children. "The home economist stands between the producer and the consumer, between educational institutions and industrial organization, between the individual and social group."<sup>1</sup>

Every student should be educated to be an individual, a family member and parent, citizen and worker. It is the

---

<sup>1</sup>C. A. Elvehjem, "From the Minds of Men to the Lives of People," Journal of Home Economics, Vol. 49 (September, 1957), 506.

responsibility of home economics in higher education to provide a program to fulfill these requirements. If we look back at the history of home economics education in the United States, we find that home economics education was started when it was realized that such a program was necessary to improve the economy of the country and the general standard of living. When such a program was started, it was begun with the available facilities.<sup>2</sup> Rhodes<sup>3</sup> said, that in a developing country, it was always good to start a two-year program before introducing a four year course. Through experience she found that such a program was effective. It met the immediate needs of the country and also oriented the people to a home economics program.

The present proposal is for the introduction of a Two Year Degree Program at the college level. This would meet the immediate needs of the country of Ceylon by training women for the different industries; by helping them obtain an intelligent understanding of the different industries, raw materials used, products obtained; and also making them the best guides for the producer and the consumer. A carefully planned program with an effective combination of liberal, and professional education, would also help to change the present

---

<sup>2</sup>"Development of Home Economics at Iowa State College and K-State College," Practical Home Economics, Vol. 13 (March, 1935), 78 and 112.

<sup>3</sup>Rhodes, Development in Ghana, p. 268.

concept of home economics.<sup>4</sup> Such an education would give young women a better understanding of themselves, their values and goals, and a better understanding and relationship with others. It has been said that training for home economics must synthesize consumer training, health training, parent training and citizenship training, if the home and its members are to function most effectively.<sup>5</sup>

#### Objectives

The objectives of the Two Year Degree Program would be: (1) to train and encourage the students to recognize, use and promote utility and beauty within the home, the environment and wherever they are called upon to work or do service; (2) to use the recognized psychological principles in the training of children and family living in order to help develop a sound healthy personality and a balanced settled family living; (3) to know and apply the rules of science to everyday living; (4) to recognize and assume responsibility in family and community relationships.

---

<sup>4</sup>L. O'Toole, "Home Economics in Higher Education," Journal of Home Economics, Vol. 53 (May, 1961), 345-48.

<sup>5</sup>O. C. Carmichael, "Home Economics in Higher Education," Journal of Home Economics, Vol. 24 (October, 1932), 851-56.

## CHAPTER III

### CURRICULUM PLANNING

A high quality home economics program can be developed only when it is in agreement with the broad purpose of the institution of which it is a part. One of the first steps to be taken in helping with plans for a home economics program in higher education is a careful study of the country's plan for development. (1) The productive capacity and efficiency of the nation's economy is one of the vital needs of most developing countries. (2) The improvement of health, nutrition and child care. (3) The production of a better quality and quantity of food, improvement of housing, and better management of individual and family resources.<sup>1</sup>

The basic philosophy for building a higher educational program should be carefully considered. Such a philosophy would provide the foundation on which the entire program could be built.<sup>2</sup> By answering questions regarding the attitude of the people, their needs in life, the effectiveness of the course, and the functions of the college, a philosophy

---

<sup>1</sup>Kathleen Rhodes, "Development in Ghana of Higher Education," Journal of Home Economics, Vol. 59 (April, 1967), 265-70.

<sup>2</sup>Home Economics in Higher Education, (Committee on Criteria for Evaluating College Program, AHEA, Washington, D. C., 1949), 10-11.

could be developed. This philosophy would not only determine the relations between all those who are involved in the working of the institution, but also help in the selection and use of physical facilities, the admission of students, the selection of the staff, and the drawing up of a suitable curriculum.

The curriculum that is proposed for the two year program would help meet the following needs:

- (1) The personal life of the individual.
- (2) Life in the community.
- (3) Home and family life.
- (4) Occupational life.

This course is planned for two years. When and if the time comes for a four year program, certain science requirements will be essential for advanced home economics courses.

#### Curriculum Requirements

Home economics in the high schools in Ceylon is generally taught by teachers who have had only high school home economics courses. To make home economics teaching meaningful and effective, a few additional courses are listed in the electives, for those who wish to teach home economics in high schools after this two year college program.

In Ceylon the academic year is divided into three terms. Hence the curriculum is planned accordingly.

### Entry Qualifications

Ceylon General School Certificate (lower level) with a minimum requirement of five credits is required. Out of these, two credits must be from the compulsory subjects: language, arithmetic or mathematics, and one of the science subjects.

### Home Economics Courses

Foods.--The study includes food and its relation to health, with emphasis on the selection, preparation, and preservation of foods in order to retain nutritive value, palatability and attractive appearance.

Elementary Nutrition.--The course includes the nutritional requirements of mankind with detailed study of each nutrient, its function, sources and daily requirement. Nutrition during pregnancy, lactation, infancy, childhood and adolescence, and the later years will be emphasized.

Textiles.--This course includes fundamentals concerning fiber, fabric construction and finishes, as applied to all the selections of fabric for clothing and the home. Care of clothing will include washing, dry cleaning and stain removal.

Clothing Construction.--The problems are chosen to suit individual needs, abilities and interest. Emphasis is placed on new sewing techniques, pattern constructions, flat pattern alterations, fitting principles, selection of appropriate fabrics and designs, wardrobe planning.

Personal and Family Relationship.--The course covers the fundamental factors which assists in establishing and

maintaining satisfying personal and family relationships in the home, school and community. Emphasis is given to develop family goals, planning of marriage and parenthood.

Human Development.--This subject includes the principles of child care and guidance, and helps to develop an interest and understanding in the continuous study of children, and the methods of caring for and guiding children at their different developmental levels.

Home Nursing and First Aid.--The course covers personal health, hygiene, first aid and home nursing, motherhood and infant care.

Home Planning and Furnishing.--The topics covered include housing needs, convenience, comfort, house plan, layout of rooms with emphasis on kitchen planning, selection of furnishings in accordance with the income, climate, utility and aesthetic value.

Meal Planning and Table Service.--The subject provides experience in planning, preparing and serving various types of meals, and parties. Emphasis is placed on the planning of nutritionally adequate meals for the family. It includes table service, table etiquette, table setting and decorations.

Home Management.--The course includes the importance of efficient home management in living a more satisfying life. Time, energy, and money management are also studied.

#### Suggested Supporting Courses

Supporting courses recommended to give additional



background are educational psychology - learning theory, chemistry, sociology, bacteriology, methods of teaching, family economics, and household physics.

Music and physical education may be elected in addition.

### Examinations

In Ceylon final examinations are held at the end of the year. Students will have written examinations in all the subjects, and practical examination in some.

#### End of First Year

Written examination	Elementary nutrition	2 hours
	Health and home nursing	2 hours
	Personal and family relationship	2 hours
	English	2 hours
	Art fundamentals	2 hours
	Human development	2 hours

#### End of Second Year

Practical examination	Foods	3 hours
	Clothing construction	3 hours
Written examination	Textiles	2 hours
	House planning and furnishing	2 hours
	Home management	2 hours
	English	2 hours
	Foods	2 hours

THE PROPOSED SCHEDULE FOR A TWO-YEAR HOME ECONOMICS PROGRAM

First Year

First Term	Hours per week	Second Term	Hours per week	Third Term	Hours per week
Elementary nutrition	3	Elementary nutrition	3	Elementary nutrition	3
Health and home nursing	3	Health and home nursing	3	Art fundamentals	3
Personal and family relationship	3	Personal and family relationship	3	Human development	3
English	2	English	2	English	2
Supporting course*	3	Supporting course*	3	Supporting course*	3

\*Suggested supporting courses to give additional background.--Educational psychology - learning theory, methods of teaching, chemistry, sociology, bacteriology, family economics and household physics.

Music and physical education may be elected in addition.

THE PROPOSED SCHEDULE FOR A TWO-YEAR HOME ECONOMICS PROGRAM

Second Year

First Term	Hours per week	Second Term	Hours per week	Third Term	Hours per week
Foods	3	Foods	3	Meal planning	3
Textiles	3	Clothing construction	3	Clothing construction	3
House planning and furnishing	3	House planning and furnishing	3	Home management	3
English	2	English	2	English	2
Supporting course <sup>#</sup>	3	Supporting course <sup>#</sup>	3	Supporting course <sup>#</sup>	3

<sup>#</sup>Suggested supporting courses to give additional background.--Educational psychology - learning theory, methods of teaching, chemistry, sociology, bacteriology, family economics and household physics.

Music and physical education may be elected in addition.

Main Objective, Area of Learning and Unit Outline

**Objective:** To train and encourage the students to recognize, use and promote utility and beauty within their home, environment, and wherever they are called upon to work or do service.

**Area of Learning I.**

**ART FUNDAMENTALS**

- |           |   |
|-----------|---|
| Unit I.   | Art principles<br>Balance<br>Proportion<br>Emphasis<br>Rhythm<br>Harmony  |
| Unit II.  | Art in individual and family living<br>Art and the arts<br>Art and the "Do-It-Yourself Trend"<br>(creativity)<br>Beauty and utility are partners  |
| Unit III. | Make your home beautiful<br>Using and enjoying color<br>Make the most of what you have<br>On the dining table<br>Background to live with<br>Pictures for your walls<br>Choosing and using decorative<br>accessories |

**Area of Learning II.**

**HOUSE PLANNING AND FURNISHING**

- |          |   |
|----------|---|
| Unit I.  | Developing and understanding of<br>housing needs<br>Interest and needs of family members<br>Physical, social, psychological and<br>aesthetic factors<br>Convenience and comfort |
| Unit II. | Your future home<br>Where will it be? To buy or build<br>a house<br>Merits and demerits<br>How to plan a house; layout of room  |

- Unit III. Making the home more livable and attractive floor, wall. Arranging furniture and space for various activities--living room, dining area, bedroom, bathroom--conveniences and aesthetic qualities. Selecting furnishings for the home in accordance with the income, climate and utility value. Lighting for the home
- Unit IV. Planning an efficient kitchen  
Possible functions of a kitchen  
Physical characteristics and kitchen layouts  
Work center, storage

Area of Learning III. HOME MANAGEMENT

- Unit I. Over view of management  
What is home management  
Values, goals and standards  
Management process  
Resources
- Unit II. Management applied to specific resources  
Time management  
Energy management  
Work simplification in time and energy management
- Unit III. Management of household  
Food management  
Family health and recreation management

Objective: To use the recognized psychological principles in the training of children and family living. This would help to develop a sound, healthy personality and balanced settled family living.

Area of Learning I. PERSONAL AND FAMILY RELATIONSHIPS

- Unit I. Understanding yourself and others  
No two families are alike

What and who you are - we are not as different as we think we are - our fundamental needs (food, clothing, shelter, security, success, belongingness, emotional and social)  
 How to meet our problems  
 Getting along with others in the home, school, and community

- Unit II. Understanding your family  
 Definition of the family  
 Family as an institution - chief function  
 Family as a group. Families reflect social changes.
- Unit III. Social aspects of marriage and family  
 Preparation for marriage - engagement period  
 Pros and cons of love marriage, proposed marriage and dowry system  
 Marriage - achieving adjustment in marriage  
 Sex adjustment in marriage  
 In-laws and marriage adjustment  
 Religious attitude and family life  
 Finances and adjustments in marriage  
 Divorce
- Unit IV. Family planning  
 Conception, pregnancy, child birth

Area of Learning II. HUMAN DEVELOPMENT

- Unit I. The child and his family  
 Effects of parental attitude  
 Sibling relationships
- Unit II. The development of personality  
 Physical growth - general trends and principles  
 Mental and emotional development
- Unit III. Growth and function of intelligence  
 Guiding the preschool child  
 Why guidance is necessary  
 Guidance principles

Objective: To know and apply the rules of science to everyday living.

Area of Learning I.

ELEMENTARY NUTRITION

- Unit I. Introduction to the study of nutrition.
- A. Good and poor nutrition and signs of each
  - B. Nutritional problems in Ceylon
  - C. Need for food
    - 1. General functions of food
    - 2. Nutrients and their composition
- Unit II. Carbohydrates
- A. Sources
  - B. Function
  - C. Requirements
  - D. Digestion, absorption and metabolism
- Unit III. Fats and lipids
- A. Sources
  - B. Functions
  - C. Requirements
  - D. Digestion, absorption and metabolism
- Unit IV. Protein
- A. Sources
  - B. Functions
  - C. Requirements
  - D. Digestion, absorption and metabolism
- Unit V. Measurement of energy
- A. Energy needs of the body
  - B. How the body uses energy
  - C. Calories
  - D. Caloric values of common food
- Unit VI. Fat soluble vitamins: A, D, E, and K
- A. Sources
  - B. Functions
  - C. Deficiency diseases
  - D. Recommended daily allowances

- Unit VII. Water soluble vitamins: ascorbic acid and B complex (emphasis on thiamine, riboflavin, niacin and B<sub>6</sub>)
- A. Sources
  - B. Functions
  - C. Deficiency diseases
  - D. Recommended daily allowances
- Unit VIII. Introduction to mineral elements
- A. Mineral elements useful to the body
    1. Calcium and phosphorus
    2. Iron and iodine
    3. Trace minerals as magnesium, potassium and sodium
  - B. Sources
  - C. Functions
  - D. Requirements
- Unit IX. Water
- A. Water content of the body
  - B. Functions of water
  - C. Amount of water needed by the body
  - D. Maintenance of water balance
- Unit X. Nutrition during:
- A. Pregnancy and lactation
    1. Requirements
    2. Factors influencing needs
    3. Food recommended daily
  - B. Infancy
    1. Nutrients needed by the infant
    2. Breast feeding versus bottle feeding
    3. Addition of other foods during the first year
    4. Indication of health, under-nutrition and/or malnutrition
  - C. Childhood
    1. Nutrient requirements
    2. Factors influencing requirements
    3. Eating habits
    4. Daily guide for eating



- D. Adolescence
  1. Energy requirement
  2. Protein and mineral requirement
  3. Vitamin needs
  4. Factors influencing requirement
  5. Food recommended daily
- E. The later years
  1. Nutritional requirements
  2. Factors influencing requirements
  3. Food habits
  4. Daily guide for eating

## Area of Learning II.

## FOODS

## Unit I. Introduction to the study of foods

- A. Definition of food
- B. Fresh foods
- C. Cooked foods
  1. Why we cook food
  2. Methods of cooking
  3. Changes that occur with cooking

## Unit II. Selection of foods for family needs

- A. Factors influencing choice
- B. Classification, selection, storage, flavor and nutritive values of foods used
  1. Green and yellow vegetables
  2. Lentils and beans
  3. Other vegetables
  4. Fish, eggs and meats
  5. Rice and rice substitutes
  6. Fruits
  7. Spices and condiments
  8. Beverages
  9. Oils and fats
  10. Dairy products
  11. Breads

## Laboratories or practicals for first term

- Unit II.
  1. Visit to the vegetable and fruit market
  2. Visit to the fish and meat market
  3. Visit to the general stores

## Unit III. Preparation of food

- A. Preliminary preparation
  1. Sanitation of the kitchen
  2. Food purchasing
  3. Meal planning
  4. Preparation of fresh foods
- B. Methods of cooking
  1. Boil
  2. Fry
  3. Curry
  4. Roast
  5. Bake
  6. Steam
  7. Parboil
  8. Stew
- C. Preparation of basic foods  
Principles and effects of cooking,  
serving and use of leftovers

Practicals of two periods each is allotted for Unit III including

1. Preparation of green and yellow vegetables
2. Methods of cooking fish, meat, eggs, lentils and other vegetables in relation to nutritive value, quality and palatability
3. Preparation of rice substitutes

## Unit IV. Preservation of foods

- A. Drying
- B. Salting
- C. Pickling
- D. Canning

## Area of Learning III. TEXTILES

- Unit I. Fabric definition - The different names and types of common fabrics
- Unit II. Test - identification of fibers and fabrics  
Physical tests - burning, examination of yarns  
Examination of fibers. Chemical test - acetone test, acid test, alkali test

- Unit III. Complaints on textile merchandise  
Why the public does not find satisfaction in the goods it buys and uses - some common faults
- Unit IV. Classification and general physical properties of textile fiber - natural fiber, man-made fiber
- Unit V. Soap and water  
Making of soaps, the different kind of soaps  
Water - hard and soft water
- Unit VI. Cotton - Physical properties of cotton  
Chemical composition of cotton  
Action of cotton with acids and oxidizing agents  
Boiling out cotton, bleaching cotton, action of cotton with alkalies  
New finishes on cotton
- Unit VII. Silk - Physical properties, chemical combinations  
Action of silk with acids, alkalies, and oxidizing agents  
How best to wash and care for silk
- Unit VIII. Wool - Physical and chemical properties of wool  
Washing and care of wool and woolen garments
- Unit IX. Man-made fibers  
Rayon and nylon  
Properties, physical and chemical  
Washing and care of rayon and nylon

Area of Learning IV. CLOTHING CONSTRUCTION

- Unit I. To measure and draft a body block for self or others
- Unit II. Learn to alter patterns, fitting principles
- Unit III. Choosing clothes that are right  
The design of your clothes, the color you wear  
The cloth your clothes are made of

- Unit III. Planning your wardrobe  
 Keeping your clothes in good order  
 Keeping your clothes clean and pressed
- Unit IV. Making clothes for self  
 Making garments for girls and boys  
 Clothes for babies
- Unit V. Household fabric for the family  
 Linens and bedding  
 Curtains, draperies and slip covers

Area of Learning V. MEAL PLANNING AND TABLE SERVICE

- Unit I. Meal management - goals and values  
 The role of planning in meal management  
 Planning nutritious meals within the budget  
 Planning meals within the available time
- Unit II. Styles of meal service in Ceylon  
 Setting the table, the service of food  
 Waiting on table  
 Etiquette at the table  
 Teas and other occasions with light refreshments  
 Invitations

Area of Learning VI. HEALTH AND HOME NURSING

- Unit I. Health control  
 Your health is an obligation  
 Achieving the physical fitness required  
 Health and heredity, health and environment  
 The body at work
- Unit II. Home nursing  
 Character of a home nurse  
 What affects personality, self check  
 Disease - health organization  
 Microbes at work, protection, public safety  
 Converting the home for illness
- Unit III. Treating specific illnesses  
 Diagnostic aids  
 Treatments and medication  
 Diets for special conditions  
 Meeting emergencies

Unit IV.      Motherhood and infant care  
                 Prenatal and postnatal care  
                 The layette, baby's bath, clothing  
                 and food

## CHAPTER IV

### SUMMARY

In Ceylon there is a need for improvement in the society as a whole, its health, nutrition, sanitary housing, child rearing, agriculture and industry.

The primary purpose of higher education in home economics is to improve human resources that would in turn lead to improved economic and social welfare.

The two year college program would meet the immediate needs of the country, and also acquaint the people with the values of a home economics education. The main objectives of this proposed plan is (1) to encourage the students to recognize and promote utility, and beauty within the home and environment; (2) to use the recognized psychological principles in the training of children and in family living, and to know and apply the rules of science in everyday living.

The personal life of the individuals, home and family life, the life in the community and occupational life are some of the needs that are met by the various areas of learning in the proposed curriculum.

#### SELECTED REFERENCES

- Albanese, N. G. "Home Economics in Higher Education," Journal of Home Economics, 54 (September, 1962), 534-36.
- Aleantara, M. "Teaching Home Economics Today," Catholic School Journal, 67 (February, 1967), 49-51.
- Austin, E. M. Nutrition in Action. New York: Holt, Rinehart and Winston, 1960.
- Avery, M. Household Physics: A Text Book for College Students in Home Economics. New York: The MacMillan Company, 1955.
- Baller, W. R., and Charles, D. C. The Psychology of Human Growth and Development. New York: Holt, Rinehart and Winston, 1961.
- Garmichael, O. C. "Home Economics in Higher Education," Journal of Home Economics, 24 (October, 1932), 851-56.
- Cavan, R. S. Ed. Marriage and Family in the Modern World: A Book of Readings. New York: Crowell, 1960.
- Dalrymple, J. I. "Concept Structuring of Home Economics Education Curriculum," Journal of Home Economics, 57 (June, 1965), 431-33.
- Drew, L. M., and Tinsley, W. V. "Home Management at Home for the Married Student," Journal of Home Economics, 49 (May, 1957), 367-68.
- East, Marjorie. "What is Home Economics?" Journal of Home Economics, 57 (May, 1965), 387.
- Elvehjem, C. A. "From the Minds of Men to the Lives of People," Journal of Home Economics, 49 (September, 1957), 506.
- Garrett, P. G. "Spiralling Curricula and Instruction in Home Economics," American Vocational Journal, 41 (September, 1966), 30-31.

- Ghant, G. F. "Role of Home Economics in Developing Countries," Journal of Home Economics, 54 (September, 1962), 564-69.
- Green, T. L. "The Problem of Expanding Education in a Plural Society in Ceylon," in: Bereday, George, Z. F., and Joseph A. Lauwerys, eds. The World Year Book of Education 1965. New York: Hartcourt, Brace and World, Inc., 1965, 371-86.
- Gruz, E. Y. "'Four-Class' Home Economics Program Organization in Puerto Rico," Journal of Home Economics, 50 (January, 1958), 48.
- Hamblin, F. N. "Education and National Development," Higher Education, 18 (September, 1961), 7-10.
- Hoeflin, R. M. Essentials of Family Living. New York: John Wiley and Sons, Inc., 1960.
- Horn, M. J. "Curriculum Change, How Widespread?" Journal of Home Economics, 55 (April, 1963), 237-40.
- Huffman, H. "College Education a Necessity for Leadership in Vocational and Technical Fields," Vocational Journal of Education, 56 (May, 1963), 22-23.
- Hughes, O. G. Introductory Foods. New York: The MacMillan Company, 1940.
- Keister, M. E. "Planning for Home Economics Education," Journal of Home Economics, 57 (April, 1965), 267-71.
- Kennedy, J., and Huey, R. "Home Economics Education for Needy Families," American Vocational Journal, 38 (April, 1963) 20-21.
- Kotschevar, L. H., and Terrel, M. E. Food Service Planning: Layout and Equipment. New York: John Wiley and Sons, Inc., 1961.
- Krause, M. V. Food, Nutrition and Diet Therapy. 3rd Ed. Philadelphia: W. B. Sanders Company, 1961.
- Le Baron, H. R. "Home Economics Beyond the High School," National Association of Secondary School Principals Bulletin, 48 (December, 1964), 73-74.
- Leverton, R. M. Food Becomes You. Ames: Iowa State University Press, 3rd ed., 1965.
- Loomis, M. J. The Preadolescent: Three Major Concerns. New York: Appleton-Century-Crofts, Inc., 1959.



- Madelaide, K. W. "Home Economics in Nigeria: A Prototype for all Africa," Journal of Home Economics, 57 (December, 1965), 778-81.
- Meyer, L. H. Food Chemistry. New York: Rinehold Publishing Corporation, 1960.
- Nesiah, K. "Foreign Influences on the Curriculum in Ceylon," in Bereday, G. F., and Joseph A. Lauwerys eds. The Year Book of Education 1958. New York: World Book Company, 1958, 118-26.
- Nicholas, H. "Graduate Evaluate College Home Economics Curriculum," Journal of Home Economics, 53 (March, 1961), 345-48.
- Nickell, P., and Dorsey, M. J. Management in Family Living. 3rd ed. New York: John Wiley and Sons, Inc., 1960.
- Otterson, M., and Barelay, M. S. "Adult Education Follows Social Needs," Journal of Home Economics, 49 (May, 1957), 335-39.
- O'Toole, L. "Home Economics in Higher Education: Implications for Curriculum," Journal of Home Economics, 53 (May, 1961), 345-48.
- Peet, L. J., and Thyse, S. L. Household Equipment. 5th ed. New York: John Wiley and Sons, Inc., 1961.
- Rhodes, K. "Development in Ghana of Higher Education in Home Economics," Journal of Home Economics, 59 (April, 1967), 265-70.
- Rhodes, K., and Samples, M. A. Your Life in the Family. New York: J. B. Lippincott Company, 1963.
- Riehl, C. L. Family Nutrition and Child Care. Peoria, Illinois: C. A. Bennett Co., Inc., 1961.
- Schnell, D. M. "Home Economics Defined for Vocational Education," California Education, 2 (May, 1965), 23-24.
- Sykes, D., and Brown, R. W. "College Chapters Lead the Way," Journal of Home Economics, 56 (April, 1964), 267-68.
- Tarabai, B. "Contribution of Home Economics Through Expanding Careers," Journal of Home Economics, 50 (October, 1958), 636.
- Trilling, M. B., and Nicholas, W. F. Design your Home for Living. New York: J. B. Lippincott Company, 1953.

- Vail, E. Gladys, Griswold, M. Ruth, Justin, M. Margaret and Rust, Osburn Lucile. Foods: An Introductory College Course. 5th ed. Boston: Houghton Mifflin Company, 1967.
- Wattenberg, W. W. The Adolescent Years. New York: Hartcourt, Brace and Company, 1955.
- Wheeler, R. "Home Economics for College Bound Girls," National Education Association Journal, 49 (March, 1960), 19.
- Whitehead, F. E. "Home Economics and Liberal Arts in Today's University," Journal of Home Economics, 57 (October, 1965), 613-18.
- Wriggins, W. H. Ceylon: Dilemmas of a New Nation. Princeton, New Jersey: Princeton University Press, 1966.
- Wybourn, M. "Clothing and Textile Education for College Students from Other Lands," Journal of Home Economics, 51 (July, 1959), 418-21.

A PROPOSAL FOR A TWO-YEAR COLLEGE  
HOME ECONOMICS PROGRAM IN CEYLON

by

THAVAMALAR THAMBIAH

B. S., University of Lucknow, 1953

---

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Home Economics

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1968

In Ceylon there is a need for improvement in the society as a whole — its nutrition, sanitary housing, childrearing, agriculture and industry. The present secondary school home economics program does not adequately meet the above needs. A higher education program in home economics is needed in order to use human resources, to improve the economic and social welfare. Therefore this study proposes a program with the hope of making these improvements.

The two-year college program would meet the immediate needs of the country, and also acquaint the people to the value of home economics education. The main objectives of this proposed plan are (1) to encourage the students to recognize and promote utility and beauty within the home and environment; (2) to use recognized psychological principles in the training of children and family living; and (3) to know and apply the rules of science in everyday living. These objectives are met through the home economics subjects in the areas of food, clothing, shelter, and the family.

Three terms are scheduled for each year. The proposed plan includes when each subject will be offered and the number of hours of credit. The selected home economics courses are described. Then specific areas of learning and the outlined units are included under each of the three main objectives to illustrate what the students will learn in the two-year program in home economics in Ceylon.